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ABSTRACT

This volume documents the data collection of the 1990-91 Schools and Staffing Survey (SASS). People wishing to determine whether their research needs can be served by SASS data will find a description of the survey's contents and objectives in the Overview. This volume contains the following chapters: (1) "Overview"; (2) "Changes in SASS Design and Content from 1998 to 1991"; (3) "Preparation for the 1991 SASS"; (4) "Sample Design and Implementation"; (5) "Data Collection"; (6) "Response Rates"; (7) "Edit Procedures"; (8) "Imputation Procedures"; (9) "Weighting"; (10) "Variance Estimation"; (11) "Reinterview Program"; (12) "Reviewing the Quality of SASS Data"; (13) "Cautions Concerning the Measurement of Change Estimates Using 1987-88 and 1990-91 SASS"; (14) "Confidentiality Protection Measures"; (15) "Created Variables"; and (16) "User Notes." Seven appendixes contain supplemental information about the survey. (Contains 153 tables and 21 figures.) (SLD)

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User's Manual January 1994

Schools and Staffing Survey

1990–91 Schools and Staffing Survey: Data File User's Manual

Volume I: Survey Documentation

SASS

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NATIONAL CENTER FOR EDUCATION STATISTICS

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Schools and Staffing Survey

1990–91 Schools and Staffing Survey: Data File User's Manual

Volume I: Survey Documentation

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January 1994

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Preface

This set of volumes is intended to document the data collection of the 1990-91 Schools and Staffing Surveys (SASS) and is intended for several types of readers. Researchers ready to access the datafile may choose to go directly to the Codebooks for each survey (Volumes II and III, for the Restricted-Use Version and the Public-Use Version, respectively), which contain the layout and descriptive information on all survey and sampling variables.

Persons wishing to ascertain whether their research needs can be served by SASS data may find the Overview useful with descriptions of the survey's contents and objectives.

Finally, for those interested in the design and methodology of each SASS component, there are chapters on Sample Design and Implementation, Data Collection, Edit Procedures, and Imputation.

We are interested in your reaction to the information presented here about the Schools and Staffing Survey data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information, please contact:

SASS Datatapes
Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
Office of Educational Research and Improvement
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We are also interested in the research you do using the SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

Acknowledgments

The authors wish to thank all those who contributed to the production of the data files and this technical document. Each of the staff members of the Special Surveys and Analysis Branch who supervised the collection of one or more SASS components provided data tables and careful review: Sharon Bobbitt (Teacher), Stephen Broughman (Teacher Demand and Shortage), Charles Hammer (Administrator), Steven Kaufman (Sample Design and Implementation, Imputation for all components), Mary Rollefson (Teacher Demand and Shortage), and Summer Whitener (Bureau of Indian Affairs Schools). Elizabeth Gerald contributed information on the Private School Survey and data tables from a separate report on the 1988-89 Private School Survey (the frame for the private schools). Dan Kasprzyk, SSAB Branch Chief, did extensive editing and provided overall production oversight. Technical reviewers at the National Center for Education Statistics are Marilyn McMillen (division statistical review) and Susan Ahmed (statistical standards). Frank Johnson of the General Surveys and Analysis Branch provided technical help with his LOCALE code. John Sietsema, also of GSAB, helped put together a work group to look into the issue of CCD and SASS definition differences.

The Education Surveys Branch of the Bureau of the Census, as primary data collector, prepared all data files and drafted major sections of this report and the codebooks. Sarah Doherty and Lawrence McGinn, former and current Education Surveys branch chiefs, LaTerri Bynum, Lenore Colaciello, Sharon Fondelier, Patrick Healy, Richard Schwartz, and the entire Education Surveys Programming Branch headed by Howard McGowan and assisted by Stella Kim, Venancio Aguirre, Kathy Carlers, and Kenneth King, produced the computer edits, imputation scheme, and preliminary codebooks. Dennis Schwanz' branch in the Demographic Statistical Methods Division at Census provided specifications for sample selection, decision rules for eligibility, while Pat Wilson's branch supervised fieldwork for all sampling-related aspects of all the surveys.

The earliest phase of data collection is the review of data instruments. Our thanks go to the many Reviewers on the SASS Review Board and to the Data Users' Group, who provided valuable insight from researchers' perspectives. In addition, SSAB holds an annual Private School meeting to solicit reactions from the varied members of the Private school community. Shelley Burns and John Burkett of the Data Development Division at NCES have served often in reviewing data instruments and plans.

Finally, the final restricted-use and public-use datafiles and this document would not be possible without the technical support of Pinkerton Computer Consultants, Inc.: Ross Merlin, who oversaw numerous versions of the datafiles, Hilda Lynch, general programming expertise, Matt Gibbs, programmer and liaison between SASS and the PSS, and Tracy Jones, formatting and printing.

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I. Overview

I. Overview

A. Purpose of the Survey

In the early 1980s, education policymakers became increasingly aware of the need for studies providing nationally representative data on public and private schools, their programs, teachers, and their staffing levels. Such data would inform policymakers about the status of teaching and education and identify the features of schooling they wanted to improve. In addition, such data would clarify conflicting reports on issues vital to policy initiatives, such as teacher shortages.

The first attempt to address these concerns was a series of surveys that began in 1983. These surveys included:

- The **Survey of Teacher Demand and Shortage,** conducted in 1983-84 among public and private schools, which included questions on teacher demand and incentive plans.
- The **Public School Survey--School Questionnaire,** conducted in 1984-85, to provide descriptive information about public schools, use of teacher incentive plans, volunteers and computers.
- The **National Survey of Private Schools--School Questionnaire,** conducted in 1985-86, to provide parallel information about private schools.
- The **Public School Survey--Teacher Questionnaire,** conducted in 1984-85, to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The **National Survey of Private Schools--Teacher Questionnaire,** conducted in 1985-1986, to provide parallel information about private school teachers.

In 1985, the National Center for Education Statistics (NCES) initiated the redesign of its elementary/secondary data system, soliciting advice from the education policy and research community on matters of context, methodology and analytic utility. In late 1985, NCES began addressing some of the identified problems under the heading of "*Excellence in Schools Surveys and Analysis Study*" (later renamed the *Schools and Staffing Surveys Project*). In initiating the study, the NCES expanded the purposes of the earlier surveys. In part, these expansions were responses to increasing and conflicting reports of teacher shortages and increasing activity on the part of state and local policymakers to respond to concerns about the status of teaching and schools in general. The study also incorporated a more general awareness of the paucity of information on schooling that policymakers were seeking to change.

Under contract with the Rand Corporation, these surveys were redesigned to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting the surveys. The outcome of this effort was a set of concurrent and integrated surveys designed to provide a composite national snapshot of America's public and private schools. Also, in order to increase response rates and to maintain consistency in procedures across components of the survey, NCES selected the Bureau of the Census to collect and process the data for all parts of the survey.

The *Schools and Staffing Survey* (SASS) was first conducted by the Bureau of the Census during the 1987-88 school year; and again in 1990-91. The 1990-91 SASS sample was expanded to include schools operated by the Bureau of Indian Affairs (BIA), tribally-run Indian schools, and public schools with a high concentration of American Indian students (schools with at least 25% American Indian students).

SASS provides data on public and private schools, teachers, and administrators, and is used by educators, researchers, and policymakers. The survey includes several types of respondents: school district personnel, public school principals, private school heads, public school teachers, and private school teachers.

B. Periodicity of the Survey

The first two rounds of SASS were conducted three years apart, and all future rounds are planned at 3-year intervals.

C. Objectives and Policy Issues

The objective of SASS is to provide information on teacher supply and demand, characteristics of the elementary and secondary teaching force, teacher workplace conditions, characteristics of school administrators, and school programs and policies. The SASS has five components:

a. Teacher Demand and Shortage Survey For Public School Districts (Questionnaire Form SASS-1A)

   The Teacher Demand and Shortage Survey obtains information about student enrollment, number of teachers, position vacancies, new hires, teachers' salaries and incentives, and hiring and retirement policies from public local education agencies (LEAs). These data permit an assessment of teacher supply and demand. For example, are new hires as likely to be as certified as previously employed teachers? To what extent is the demand for teachers met? The teacher supply and demand area also explores the policy conditions and initiatives influencing teacher supply and demand.

b. Public School Administrator Survey (Questionnaire Form SASS-2A) and Private School Administrator Survey (Questionnaire Form SASS-2B)

   The School Administrator Survey obtains information about the training, experience, professional background, and job activities of school principals/heads. These data provide insights about the education and experience of the nation's school administrators, about the teachers who leave the classroom for the administrative field, about school problems administrators view as serious, and how administrators perceive their influence on school policies.

c. Public School Survey (Questionnaire Form SASS-3A)
Private School Survey (Questionnaire Form SASS-3B)
Indian School Survey (Questionnaire Form SASS-3C)

These surveys provide data about school programs and policies, enrollment by grade, student demographic characteristics, staffing patterns, and teacher turnover. The questionnaires also provide measures of school type, teaching load, teachers' experience, length of school day and year, community size, tuition, admissions requirements, teacher demographic characteristics, number of teachers with advanced degrees, number of students graduated, college application rates, use of volunteers.

In addition, because there are no comparable school districts, the Private School questionnaire and the Indian School questionnaire combine the Public School questionnaire items and the Teacher Demand and Shortage items which are collected at the District level for public schools (teaching position vacancies, new hires, teacher salaries, and hiring and retirement policies).

d. Public School Teacher Survey (Questionnaire Form SASS-4A) and Private School Teacher Survey (Questionnaire Form SASS-4B)

The Teacher Survey collects data about teachers' education and training, teaching assignments, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of the relationships of these factors in the teaching profession, and their effects on movement in and out of the teaching profession.

e. The Teacher Follow-up Survey

The Teacher Follow-up Survey is a subsample of teachers in the profession. The subsample has two parts, "leavers" and "stayers". The Teacher Follow-up Survey is a followup of teachers in the SASS teacher sample who left the teaching profession within one year after the administration of the SASS (leavers) and a subsample of those who remained in the teaching profession (stayers). It was first administered in 1988-89, one year after the 1987-88 SASS, and was repeated in 1991-92, one year after the 1990-91 SASS. The major objectives of this survey are to determine the attrition rate for teachers; determine the characteristics of those who stay in the teaching profession and those who leave; obtain major activity or occupation data for those who leave the teaching profession and career patterns for those who remain in the profession; obtain data on educational activities and future plans; and obtain data on attitudes about the teaching profession and job satisfaction.

D. Target Population and Estimates

Target Populations. The target populations for 1990-91 SASS were:

- Local Education Agencies (LEAs) that employ elementary and/or secondary level teachers (for example: public school districts, state agencies that operate schools for special student populations, such as inmates of juvenile correctional facilities, and cooperative agencies that provide special services to more than one school district).

- Public and private schools with students in any of grades 1-12.

- Principals of those schools.

- Teachers in public and private schools who teach students in grades K-12.

The 1988-89 Common Core of Data (CCD) served as the sampling frame for the public schools. The population of public schools was drawn from the frame population for the 1988-89 school year. For each school in sample, the LEA reported as having jurisdiction over the school was also selected.

The population of private schools also included only schools that existed during the 1988-89 school year. The sample was drawn from the schools used for the 1989-90 Private Schools Survey (see section IV, "Sample Design and Implementation," for a description of that operation).

The population of teachers included teachers who were employed by the public and private schools described above during the fall of 1990. The sample of teachers was selected from a list of all teachers who taught students in grades K-12 for each school in sample. Teachers who were teaching in BIA schools were also included in the public school teacher population.

Estimates. The SASS was designed to support estimates at both the state and national level for the public sector, and at the national and association level for the private sector. The association groups for private schools were:

(1) Military - membership in the Association of American Military Colleges and Schools;
(2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
(3) Friends - affiliation as Friends or membership in the Friends Council on Education;

(4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
(5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;
(6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
(7) other Jewish - other Jewish affiliation;
(8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
(9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
(10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
(11) other Lutheran - other Lutheran affiliation;
(12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
(13) Christian Schools International - membership in Christian Schools International;
(14) Association of Christian Schools International - membership in the Association of Christian Schools International;
(15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
(16) Montessori - membership in the American Montessori Society or other Montessori associations;
(17) National Association of Independent Schools - member of the National Association of Independent Schools;
(18) all else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Comparisons between public and private schools are only possible at the national level, because private schools are selected for sampling by association group and not by geographic location, such as state.

Due to measures taken to protect the confidentiality of individual schools, state names are not available on the public-use data tapes, and affiliation identification for private schools has been recoded to a 9-level typology. Therefore, estimates from the public-use tapes will be possible for the 9-level typology for the private sector, and only for Census region for the public sector. The exception to this rule is the Teacher Demand and Shortage (TDS) data tape, where each LEA's FIPS state code and Census region designation have been left on the tape for analysis, but the piece that has this information is not linkable to the pieces on the public use tape. (Some detailed affiliation codes have been deleted from or collapsed on the public-use data tapes to protect the confidentiality of individual responses.)

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level.

E. Survey Content

The SASS consists of four separate surveys administered simultaneously to linked samples of respondents. These surveys are the Teacher Demand and Shortage Survey, the School Administrator Survey, the School Survey, and the Teacher Survey. The Teacher Followup Survey (TFS), conducted a year after the SASS, follows up on information obtained through the Teacher Survey and provides additional information about job mobility within the teaching profession, as well as between teaching and other careers.

- The *Teacher Demand and Shortage Survey* questionnaire has two sections, enrollment and teaching positions and district policies. The first section, on enrollment and teaching positions, obtains information on the number of students, number of teachers and librarians, position vacancies, new hires and certification status. The second section, on district policies, obtains information on teacher salaries and benefits incentives, hiring and retirement policies, and high school graduation requirements. Race/ethnic data on the student population and the teacher work force are also collected. The corresponding sections for private schools and Indians are incorporated into the School Questionnaires. The data derived from this survey estimate the number of teachers who hold certification in their field of assignment, and the effect of various policies on teacher supply and demand balances.

- *The School Administrator Survey* obtained information about the age, sex, race/ethnicity, training, experience, salary, benefits, opinions and attitudes of school principals/head. Questions required both objective responses (e.g., number of years of teaching experience) and judgmental responses (e.g., ranking the seriousness of school problems). The data derived from this survey provide an insight into qualifications of school administrators, which school problems administrators view as serious, and how administrators perceive their influence on school policies.

- Questionnaires for the *School Survey* were sent to public schools, Indian schools, and private schools. The private school version of the questionnaire included items for identifying the religious or other affiliation of the school. The private school and Indian school versions of the questionnaire also incorporated Teacher Demand and Shortage items on district policies. This survey obtained information about schools such as student characteristics, staffing patterns, student-teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. These data provide information about the teaching experience of the staff, the sources of newly hired teachers, and the destinations of teachers who left the school the previous year.

- Questionnaires for the *Teacher Survey* were sent to teachers in public and private schools. The two versions of the questionnaire were virtually identical. The survey collected data from teachers regarding their education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of how these factors affect movement into and out of the teaching profession.

- The questionnaires for the *Teacher Followup Survey* (TFS) were sent a year later to a sample of participants in the Teacher Survey. These questionnaires were of two types: a version for participants who were still teaching, and another version for those who had left the teaching profession. In addition to questions about employment and teaching status and about possible sources of dissatisfaction with teaching as a profession, the questionnaires included questions about family size and income. Data derived from the TFS allow for comparative analyses of public and private school teacher job satisfaction and movement within and out of the teaching profession.

Please refer to Appendix F for the questionnaires.

II. Changes in SASS Design and Content from 1988 to 1991

II. Changes in SASS Design and Content from 1988 to 1991

Several changes in survey procedures, design, and content were made between the completion of the first SASS (1987-88) and the implementation of the second SASS in school year 1990-91.

A. Procedural Changes

In 1987-88, the Teacher Demand and Shortage Questionnaires went to both public school districts and private schools. In 1990-91, only public school districts received the TDS Questionnaire. Instead, private schools were asked questions on aggregate demand for new and continuing teachers and school policies in their 1990-91 Private School Questionnaire.

The 1990-91 SASS included an Indian School Questionnaire sent to schools not in the public system that are operated by the Bureau of Indian Affairs (BIA) or by Indian tribes under contract with the BIA. These schools traditionally have not been included in public school frames such as the Quality Education Data file or the Common Core of Data file.

In general, the time frame for contacting sample schools and school districts and distributing questionnaires was a month earlier in the 1990-91 SASS (i.e., the first mailout for the 1987-88 SASS was late January; the first mailout for the 1990-91 SASS was mid-December).

B. Design Changes

After the first SASS collection, a statistical team was set up to evaluate the 1987-88 sample design and make changes where appropriate. The following paragraphs summarize the changes made to the 1990-91 sample design.

- Instead of using the Quality of Education Data (QED) as a public school frame, NCES's Common Core of Data (CCD) universe file was used. This was done to eliminate inconsistencies between CCD and SASS estimates of schools that resulted from differences between the QED and CCD definitions of a school.

  The QED defines a school as a physical location, while the CCD defines it as an administrative unit (e.g., a consolidated school district may have a high school meeting in two buildings at two locations but is administered as one high school. The QED would count this as two schools, the CCD as one. To measure the impact of the school definition difference on SASS school estimates, the 1990-91 survey was designed to produce estimates using either the QED or CCD definition. The default definition was the CCD definition.

- To improve the precision of the 1990-91 private sector estimates, the number of area frame PSUs (see page 17 for a definition) was increased from 75 to 123.

- To increase the level of publishable detail for the public sector, the school sample was reallocated to produce state/elementary and state/secondary estimates. In the 1987-88 survey, the design only supported aggregate public sector estimates at the state level.

  For the private sector, the sample was reallocated to publish five additional associations.

- To improve the precision of SASS change estimates from 1987-88 to 1990-91, 30 percent of the 1990-91 public school sample was also in sample for 1987-88. For the private school sample, associations with a high response rate also had a 30 percent overlap. Associations with lower response rates had smaller percentages of school overlap. Associations with poor response rates had the school overlap minimized.

- In the 1987-88 survey, bilingual and new teachers were oversampled. In 1990-91, American Indian/Alaska Natives and Asian/Pacific Islanders as well as bilingual and new teachers were oversampled.

  In the 1990-91 survey, schools with 25 percent or more American Indian enrollment were oversampled. Also, a sample 101 out of 152 of the schools run by or affiliated with the Bureau of Indian Affairs was included.

- In the 1987-88 survey, missing data (item nonresponse) from the Administrator and Teacher files were not imputed. In 1990-91, they were imputed. In both surveys, missing data from the TDS and School files were imputed.

- To make the SASS estimated teacher counts from the School and Teacher files more consistent, the Teacher file weights were adjusted so that they equaled the School file headcount estimate.

C. Content Changes

In the 1990-91 SASS, the following item sets were added to each survey. For specific order and wording changes, refer to Appendix B.

- The Teacher Demand and Shortage Survey was expanded to include data on demand and shortage of librarians and pension portability.

- The School Survey was expanded to include data on types of prekindergarten and kindergarten programs offered and degree of difficulty of filling teacher vacancies by teaching field.

- The Teacher Survey was expanded to include more data on professional activities.
- The Administrator Survey remained essentially unchanged.

Rewording a question or moving a question to another part of the questionnaire can affect the size of the estimates. This "change" occurs because the context for responding to the question has changed, and the question now may measure something different than it did originally. An example of items changing between the 1987-88 SASS and the 1990-91 SASS is the question about student participation in a vocational or technical program. In the 1987-88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students' grade levels included in the 1987-88 number of vocational program students. However, in the 1990-91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990-91 is part of a sequence of items on enrollment of the school's students in the academic, vocational, or general high school curriculum. The two estimates, from 1987-88 and 1990-91, are not strictly comparable and do not measure the same group of vocational students.

III. Preparation for the 1991 SASS

III. Preparation for the 1991 SASS

During the 1988 survey, problems were encountered with some items on the questionnaires, e.g., counts of FTE teachers by teaching assignment on the district level form and the reporting of college courses on the teacher forms. In addition to low response rates for individual questions, the interview rates for some components of SASS (e.g., the Teacher Demand and Shortage Survey for Private Schools) were lower than expected.

In an effort to rectify these problems, the questionnaires were revised after the 1988 survey. The major change made was replacing the two questionnaires for private schools (SASS-1B and SASS-3B) with one consolidated form. In addition, some items were reworded, some simplified and some deleted. As a further effort to increase response rates, NCES obtained the endorsement of several public and private school associations (e.g., American Federation of Teachers, American Montessori Society, National Catholic Educational Association), and these endorsements were displayed prominently on the front of the questionnaires. To determine whether these changes were beneficial, the revised questionnaires were field tested during the 1989-90 school year. For this test, the new questionnaires were mailed to 332 public school districts, 352 public schools and principals, 398 private schools and principals, 448 public school teachers and 448 private school teachers.

In addition to interview rates, item response rates and other computer-generated data, NCES and Census Bureau staff reviewed all questionnaires returned during the field tests to determine the kinds of errors respondents made in filling the forms and read all comments recorded by the respondents.

Because it is important to know why some questions were not answered or were answered incorrectly, cognitive research was done on the school and teacher questionnaires. Interviews were conducted with the principals of nine public and six private schools and with ten public school teachers and ten private school teachers in the Washington, D.C., area. Trained cognitive research staff used a method in which respondents read aloud the questions on the form and then verbalized their thoughts as they decided how to answer. The interviews were recorded on audio tape and then summarized.

In order to stimulate the respondent to verbalize his/her thoughts in formulating answers to the survey questions and to elicit as much information as possible for some particularly troublesome items, the interviewers asked probing questions such as: "You seem unsure of how to answer that question. Is there something which confuses you or seems ambiguous?"

As a result of the field test and the cognitive research, numerous changes were made to the questionnaires (e.g., deleting the items which ask for FTE teacher counts by assignment field on the district and private school forms). The changes made to the questionnaires between the 1988 and 1991 surveys may cause some overestimates of change between those school years.

IV. Sample Design and Implementation

IV. Sample Design and Implementation

A. Sampling Frames

1. Public Schools

The primary public school frame for the 1990-91 SASS was the 1988-89 school year Common Core of Data (CCD) file. The CCD is based on universe survey data collected annually by NCES from all state education agencies, providing data from their administrative records. NCES and the state education agencies work cooperatively to assure comparability between data elements reported. The CCD is believed to be the most complete public school listing available. The frame includes regular public schools and Department of Defense schools. Nonregular schools such as special education, vocational or technical schools are also included in the sample frame. Before sampling, duplicate schools and schools outside of the United States were removed from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. A total of 83,165 schools remained on the 1988-89 public school frame.

To allow data users the ability to estimate using either the CCD or QED (Quality Education Data) definition of schools, the 1990-91 SASS needed to be comparable with the 1987-88 SASS which used the QED as the public school frame. For the 1987-88 SASS the QED (sampling frame for the 1987-88 SASS) and the CCD defined schools differently. The QED defined a school as a physical location, while the CCD defined it as an administrative unit (e.g., a consolidated school district may have a high school meeting in two buildings at two locations but is administered as one high school. The QED would count this as two schools, the CCD as one. Also, an elementary school and a high school meeting at the same location with two principals would be counted as one school by the QED and as two schools by the CCD.).

The 1990-91 SASS interviewing collected school data using the CCD definition. However, if we combine data collected from the selected many-to-one schools into one school questionnaire, estimates can be produced using the QED school definition. Looking at the differences between these estimates measures the impact of QED and CCD definitions on the estimates in SASS. This information can be used to adjust 1987-88 SASS estimates to the CCD school definition. This work has not been started, but specifications have been written to compute the estimates described in this paragraph[1].

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[1] U.S. Department of Education, National Center for Education Statistics, *1988 Schools and Staffing Survey Sample Design and Estimation*, by Steve Kaufman, Technical Report NCES 91-127, Frame Evaluation, describes the magnitude of definitional difference with respect to number of schools.

2. Bureau of Indian Affairs Schools

The schools associated with the Bureau of Indian Affairs (BIA) were in a separate frame from the public schools or the private schools. The list of BIA schools came from the Office of Indian Education's Program Education Directory from the Bureau of Indian Affairs. The BIA directory of schools lists all schools funded by BIA and the Office of Indian Education by name of school, location, and the number of teachers and students. Approximately 180 schools were on the BIA Directory list. After the removal of schools that did not offer instruction, offered only kindergarten, or were already on the public school frame, there were 152 schools on the list of BIA schools that were eligible for sampling in SASS.

3. Private Schools

3,271 private schools were selected using a dual frame approach. A list frame was the primary private school frame, and an area frame was used to find schools missing from the list frame, thereby compensating for the coverage problems of the list frame.

List Frame

The list frame used for private schools was the 1989-90 Private School Survey (PSS) list frame. NCES initiated PSS to build a universe frame of private schools. The PSS list frame universe is based on the 1988-89 QED private school list updated with private school association lists given to the Census Bureau in the spring of 1989. Various private school associations were asked to supply lists of their schools. Twenty such lists were received. These lists were matched with the QED list and any association list school not found on the QED file was added to the frame. Before sampling, duplicate schools were excluded from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. The list frame consisted of approximately 20,600 schools.

Area Frame

The area frame sample consisted of two sets of sample PSUs: 1) a subsample of the 1987-88 SASS area frame sample PSUs[2]; and 2) sample PSUs selected independently from the 1987-88 SASS sample. The 1987-88 SASS sample PSUs were selected systematically with probabilities proportional to the square root of enrollment from each of sixteen strata defined by Census region, metro/nonmetro status, and high or low percent of enrollment in private schools. By maintaining a fifty percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level, while reducing respondent burden.

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[2] A PSU is a primary sample unit, which is a geographic area consisting of one or more contiguous counties or an independent city.

The eight certainty PSUs in the 1987-88 SASS remained in the 1990-91 SASS sample with certainty. The 67 non-certainty PSUs in the 1987-88 SASS were first sorted by PSU stratum code and then a subsample of 52 PSUs was systemically selected with equal probability. The total of 60 sample PSUs from the 1987-88 SASS formed the first set of sample PSUs for the 1990-91 SASS area frame. They were the overlap PSUs with the 1987-88 SASS.[3]

An additional 64 PSUs were selected independently. The United States was divided up into primary sampling units (PSUs). Each PSU consisted of a single county, independent city or cluster of geographically contiguous areas defined so that each PSU had a minimum population of 20,000 according to population projections for 1988. To avoid having PSUs covering too large a geographic area some PSUs had less than 20,000 in population. Counties of Alaska were excluded until the 1989 PSU Sample was selected. In other words, there were no Alaska counties in the overlap sample but there was a county in Alaska in the non-overlap sample. The eight certainty PSUs in 1988 were also excluded from the independent PSU sampling operation.

The strata were defined the same way as in the 1988 area frame design: a) Census region (4 levels), b) metro/nonmetro status (2 levels) and c) whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata (2 levels - using 1980 Census data).

The PSUs were selected as a systematic sample with probability proportionate to the square root of the 1988 projected PSU population. A total of 123 distinct PSUs were in sample since one PSU was selected for both sets of samples. Its weight was adjusted to appropriately reflect the duplication.

B. Sample Allocation

1. Public Schools

The SASS sample is a stratified sample. For public schools, the first level of stratification was by three types of schools: (A) Native American schools (schools with 25 or more Native American students), (B) schools in Delaware, Nevada and West Virginia, and (C) all other schools.

For the second level of stratification, the type A schools were stratified by Arizona, North Dakota, Oklahoma and all other states (except Alaska, since most Alaskan schools have high Native American enrollment), the type B schools were stratified first by state and then by district and, the type C schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia).

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[3] For details of how the original 67 non-certainty PSUs in the 1988 SASS were selected refer to pages 28-29 of U.S. Department of Education, National Center for Education Statistics, *1988 Schools and Staffing Survey Sample Design and Estimation*, by Steve Kaufman, Technical Report NCES 91-127, dated May 1991.

Within each second level there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

Regular Schools:

Elementary	Lowest Grade ≤ 6 and Highest grade ≤ 8
Secondary	Lowest Grade ≥ 7 and Highest grade ≤ 12
Combined	Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools. See Table IV-1 for the public school sample allocation.

Table IV-1.--Sample allocation for both public and private schools, and administrators and public Districts

	Total	Elementary	Combined	Secondary
Public				
Districts	5,424			
General Schools (Administrators)	9,336	4,203	1,508	3,625
Bureau of Indian Affairs Schools (Administrators)	101	67	20	14
Native American Oversample Schools (Administrators)	251	162	8	81
Public School Total	9,687	4,435	1,530	3,722
Private				
List Frame Schools (Administrators)	2,670	1,355	892	423
Area Frame Schools (Administrators)	600	300	258	42
Private School Total	3,270	1,655	1,150	465

2. Bureau of Indian Affairs Schools

The first level of stratification was Arizona, New Mexico, South Dakota, and all other states. Within each state or group of states, the schools were stratified by elementary, secondary, and combined. See Table IV-1 above for the BIA school sample allocation.

3. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 216 cells. The first level of stratification was school association membership (18):

1) Military - membership in the Association of American Military Colleges and Schools;

2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;

3) Friends - affiliation as Friends or membership in the Friends Council on Education;

4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;

5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;

6) Solomon Schechter - membership in the Solomon Schechter Day Schools;

7) Other Jewish - other Jewish affiliation;

8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;

9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;

10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;

11) Other Lutheran - other Lutheran affiliation;

12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;

13) Christian Schools International - membership in Christian Schools International;

14) Association of Christian Schools International - membership in the Association of Christian Schools International;

15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;

16) Montessori - membership in the American Montessori Society or other Montessori associations;

17) National Association of Independent Schools - member of the National Association of Independent Schools;

18) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Within each association membership, schools were stratified by grade level (elementary, secondary, and combined schools) as defined above.

Within association/grade level, schools were stratified by four Census regions: Northeast, Midwest, South, and West.

The area frame was stratified by PSU and school level.

For the private sample school allocation, see Table 4-1 above.

C. Overlapping 1988 and 1991 SASS Samples

1. Public Schools

One of the goals for the 1990-91 SASS was to measure change between 1987-88 and 1990-91 for various characteristics. To improve such estimates, the sample selection process controlled the amount of overlap between the 1987-88 and 1990-91 school samples. Appendix 3 in the technical report, *1990-91 Schools and Staffing Survey: Sample Design and Estimation,* by S. Kaufman and H. Huang, NCES 93-449, July 1993, describes how this was done.

The 1990-91 SASS pretest measured the impact of collecting data from the same school several times. For public schools, the effect on response rates was minimal - 92% for nonoverlap schools and 87% for overlap schools. (To account for overlap schools being selected only from 1987-88 SASS respondents, overlap pretest sample schools were adjusted for the 1987-88 SASS nonresponse.) This suggests that the school overlap rate can be high, since the increased precision resulting for estimates of change produces little degradation of response rates.

To minimize the impact on the 1990-91 district response rates, the school overlap was set at 30%. With a controlled 30% school overlap, the expected district overlap rate was 58%, which from the SASS pretest translates into an expected 6 percentage point drop in response rates if there were no overlap at all. The predicted drop in the district response rate did not occur. The simplification in the district questionnaire is thought to be a contributing factor for the actual increase in response rate.

2. Private Schools

From the SASS pretest, we learned that overlapping samples reduces response rates among private schools. Since the overall 1988 SASS private school response rate was only 79%, it was considered important to minimize the impact of overlapping the samples in 1990-91, so as to reduce the effect on response rates for 1990-91. To do this, we designed a sampling scheme which controlled the expected overlap. This sampling scheme, used in the list frame, provided a 30% overlap for associations with a high 1987-88 response rate and minimized the overlap for associations with a low response rate.

The 1990-91 SASS area frame sample was selected independently of the 1987-88 area frame sample. There was no need to control overlap since half the PSUs selected from the 1990-91 frame were in the 1987-88 sample as well. One would assume from this that many schools in these PSUs would be eligible again in 1990-91. Also, many schools in this frame were in the certainty strata. Taken together, these two design aspects produced an overlap of 24.5 percent over the entire area sample.

D. Sample Selection Procedures

1. Public Schools

To facilitate the calculation of district weights, it was important that within a stratum all schools belonging to the same district be together. This can be achieved by sorting by district ID first. However, to get additional efficiencies into the sample design, it would be better to sort by other variables before sorting by district ID (see below). To achieve both of these goals, some of the sort variables' values were recoded to make them the same for every school within a stratum/district They were changed in the following manner:

1) All schools within a stratum/district had the first three digits of the ZIP code set equal to the ZIP code of the first school in the stratum/district.

2) All schools within a stratum/district had the urbanicity code changed to the urbanicity code most prevalent among all schools within the stratum/district. If a tie occurred, the lower value was used.

After these fields were changed the schools within a stratum were sorted by the following variables:

State;
District urbanicity:
  0 = Unclassified
  1 = Central city of a Metropolitan Statistical Area (MSA)
  2 = MSA, not central city
  3 = Outside MSA;
District ZIP Code (The first three digits)
CCD District ID number[4];
District percent minority:
  1 = 0-5%
  2 = 6-20%
  3 = 21-50%
  4 = 51% or more;
Highest grade in school;
School enrollment; and
CCD School ID[5]

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used for the schools on CCD was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling operation and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

State;
Urbanicity:
  0 = unclassified
  1 = urban
  2 = suburban
  3 = rural
  4 = affiliation adds with no classification;
ZIP Code (The first two digits);

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[4] CCD District ID number is a unique number assigned to each school district by NCES.

[5] CCD School ID is a unique number assigned to each school.

Highest grade in the school;
1989-90 PSS Enrollment;
PIN number: This PIN number is a unique number assigned by QED which identifies the school on PSS. The PIN numbers for schools added from private affiliation list adds were assigned by the Census Bureau.

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989-90 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

Eligible schools in the private schools area frame were sorted using the following variables:

Affiliation (Catholic, other religious, and nonsectarian);
1989-90 PSS Enrollment; and
School name (in alphabetical order).

Within each stratum, eligible schools in the area frame were systematically selected using a probability proportionate to size algorithm. The measure of size was the square root of the number of reported teachers from 1989-90 PSS. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

3. Public School Districts

Once schools were selected, districts associated with these schools were in sample as well. Hence, the district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school. This portion of the district sample represented the set of districts associated with schools. The sample size for districts with schools was 5,380.

Some districts were not associated with schools. Such districts may hire teachers who teach in schools of other districts. For SASS to represent such districts, a sample of these districts was also selected. The frame for this sample consisted of 1,352 districts on the 1988-89 CCD file that were not associated with schools. A 1 in 10 sample was taken. The sample was selected using a systematic equal probability algorithm. Sample size for districts without schools was 135 units, of which only 14 were actually in-scope.

Research showed standard errors from Delaware, Nevada, and West Virginia were very high relative to the district sampling rate (i.e., coefficients of variation larger than 20 percent with 90 percent of districts in sample) in the 1987-88 SASS.

To reduce the standard errors, all districts were used to define the sampling strata in these states. Since sampling was done within sampling strata, this guaranteed that all districts were in the district sample. The result is a standard error of zero for each of these states' district estimates.

4. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. First, the selected schools were asked to provide teacher lists for their schools. From the lists, 56,051 public and 9,166 private teachers were selected.

The public and private teacher samples are described together because they were selected using identical methodology. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers and selected characteristics. Thirteen percent of the private schools and seven percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- *New/experienced*; (Teachers in their first, second, or third year teaching are classified as new teachers);

- *Race/ethnicity*; 1. White (non-Hispanic); 2. Black (non-Hispanic); 3. Hispanic; 4. Asian or Pacific Islander (API); and 5. American Indian, Aleut, or Eskimo (AIAE);

- *Bilingual/English as a Second Language (ESL)*; Teachers who use NATIVE LANGUAGE to instruct students with limited English proficiency (bilingual); or teachers providing students with limited English proficiency with intensive instruction in English (English as a Second Language); and

- *Field of Teaching*; Elementary teachers were classified as: general elementary, special education or other. Secondary teachers depending on their primary subject taught were classified as: math, science, English, social studies, vocational education or other.

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
- American Indian or Aleutian or Eskimo;
- Bilingual/ESL;
- New; and
- Experienced

Within-School Teacher Allocation

For new/experienced teachers in public schools, oversampling was not required due to the large number of sample schools with new teachers. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to ensure that there would be enough new teachers in both 1991 SASS and the Teacher Follow-up Survey (TFS).

Before teachers were allocated to the new/experienced strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen so as to equalize the teacher weights with the school stratification (state/level and association/level/region for public and private sectors, respectively), assuming no further teacher stratification and zero Asian Pacific Islander (API), American Indian, Aleut and Eskimo (AIAE), and Bilingual teachers.

Table IV-2 provides the average number of new and experienced teachers to be selected within each public and private school by school level.

Table IV-2.--Average number of new and experienced teachers selected per school by school level and sector

	School Level		
	Elementary	**Secondary**	**Combined**
Public Schools	3.49	6.98	5.23
Private Schools	3.78	4.72	2.83

A total of 65,217 teachers were selected (60,056 new and experienced, 1,511 Asian Pacific Islander, 1,529 American Indian Aleutian or Eskimo, and 2,121 bilingual). Table IV-3 shows the number of selected teachers in SASS sample by teacher type and sector.

Table IV-3.--Number of selected teachers in SASS sample by teacher type and sector

Teacher type	Public	Private	Total
Native American	1,259	270	1,529
Asian/Pacific Islander	1,475	36	1,511
Bilingual/ESL	1,957	164	2,121
New	5,970	2,002	7,972
Experienced	45,390	6,694	52,084
Total	56,051	9,166	65,217

V. Data Collection

V. Data Collection

A. Time Frame of the Survey

Data collection operations for the 1990-91 SASS took place during the 1990-91 school year. Table V-1 depicts both the specific data collection activity and the time frame in which it occurred.

Table V-1.--Data collection time schedule

Activity	Date of Activity
Introductory letters mailed to school districts	September 1990
Introductory letters and teacher listing sheets mailed to schools	October 1990
Census field representatives called school districts to obtain the name of a contact person to whom the Teacher Demand and Shortage questionnaire (SASS-1A) should be addressed	October 1990
Lists of teachers provided by schools	October - December 1990
First mailing of questionnaires to school districts (SASS-1A) and school principals (SASS-2A, SASS-2B)	December 1990
First mailing of questionnaires to schools (SASS-3A, SASS-3B, SASS-3C) and to teachers (SASS-4A, SASS-4B)	January - February 1991
Second mailing of questionnaires to districts and school principals	January 1991
Second mailing of questionnaires to schools and teachers	February - March 1991
Telephone follow-up of mail nonrespondents	March - June 1991

B. Data Collection Procedures

In September 1990, a letter describing the survey and requesting cooperation was mailed to each sample school district. This letter also informed the district personnel that a Census field representative would call during October to obtain the name of the district contact person, i.e., the person to whom the district questionnaire should be addressed.

In October 1990, introductory letters were sent to the sample schools. Enclosed with each letter was a Teacher Listing Sheet, on which the school principal (or other school staff) was asked to list all teachers in the school. A postage-paid return envelope addressed to the appropriate Census Bureau regional office was also enclosed. Three weeks after the listing sheets were mailed to the schools, field representatives from the regional offices began calling schools that had not returned teacher lists. When this telephone follow-up ended in December 1990, approximately 93 percent of public schools and 87 percent of private schools had provided lists of teachers.

In December 1990, Teacher Demand and Shortage (SASS-1A) questionnaires were mailed to the districts and Administrator Survey questionnaires were mailed to the schools (SASS-2A to public schools and Indian schools, SASS-2B to private schools). Public and private school questionnaires (SASS-3A and 3B, respectively) were mailed in late December (public) and early January (private). Questionnaires for Bureau of Indian Affairs schools (SASS-3C) were mailed in early February. Questionnaires for teachers selected from the teacher listing sheets were also mailed to the schools in early February; SASS-4A questionnaires were sent to teachers in public and Bureau of Indian Affairs schools and SASS-4B questionnaires were sent to private school teachers.

The district questionnaires were addressed to the contact person whose name had been provided in October or, if no name had been provided, to "Superintendent." School and administrator questionnaires were addressed to "Principal." (Names of individuals were not used on the school and administrator forms because the person named could have been transferred to another school.) The only eligible respondent for the administrator questionnaire was the present school principal; for the school questionnaires, however, the eligible respondent could be the principal, vice principal, school secretary or any other knowledgeable school staff member. The teacher questionnaires were addressed to the selected sample teachers; only the teacher named on the label was an eligible respondent.

All questionnaires included a letter printed on page 2, signed by Emerson Elliott, the Acting Commissioner of NCES. This letter described the survey's purpose and requested participation. As required by the Office of Management and Budget (OMB), it also stated that the survey was voluntary and provided an estimate of the time required to complete the form. The questionnaires also contained instructions for filling out the form and a Census Bureau telephone number; respondents were advised to call this number collect if they needed information or assistance in filling the questionnaire.

The follow-up operation for sample cases that did not return the initial questionnaire was twofold. First, about five weeks after the first mailing, a second questionnaire was mailed to all nonrespondents. If the second questionnaire was not returned within the next six or seven weeks, Census field representatives began calling the nonrespondents. They attempted to complete the interviews by telephone or, in some cases, to persuade the respondent to complete and mail back the questionnaire. All data collection ended during the first week of June 1991.

The field representatives who worked on the telephone phase of data collection were provided with an instruction manual and a self-study training package. The self-study included a test on survey procedures; they were required to complete the test and return it to their regional office supervisor before beginning their survey assignments. These field representatives were experienced survey interviewers who had already been trained on basic interviewing concepts and procedures such as confidentiality, how to persuade reluctant respondents to participate, and how to follow questionnaire skip instructions.

VI. Response Rates

VI. Response Rates

A. Survey Response Rates

The unweighted and weighted response rates for each component of SASS are detailed in Tables VI-1 through VI-4. These response rates are useful as an indication of possible nonresponse bias. Table VI-1 provides unweighted and weighted response rates by state for each of the four public SASS components; Table VI-2 provides private school unweighted and weighted response rates by typology; Table VI-3 provides private school unweighted and weighted response rates by private school association; and Table VI-4 lists private school response rates by these classifications: Catholic, Other religious, and Nonsectarian.

The unweighted response rates were derived by dividing the number of interviews by the number of eligible cases (the number of sample cases minus out-of-scope cases; for example, school closed, no elementary or secondary teachers, teacher retired). The weighted response rates were derived by dividing the sum of the basic weights for the interview cases by the sum of the basic weights for the eligible cases. The basic weight for each sample case was assigned at the time of sampling and is the inverse of the probability of selection.

Teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling. Ten percent of the in-scope private schools and five percent of the in-scope public schools did not send in teacher lists.

The effective response rate is calculated by multiplying together the teacher list rate and the response rate:

Public teachers: .95 x .904 = .8588 x 100 = 85.9% effective response rate
Private teachers: .90 x .839 =.7551 x 100 = 75.5% effective response rate

B. Item Response Rates

Table VI-5 provides a summary of the unweighted item response rates for each of the 1990-91 SASS surveys. A response rate for an item is defined as the number of records with valid responses to an item divided by the universe for that item.

Table VI–1.––**Unweighted and final weighted response rates by state for public districts, administrators, schools and teachers**

State	Districts		Administrators		Schools		Teachers*	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
United States	93.7 %	93.5 %	96.9 %	96.7 %	95.0 %	95.3 %	91.5 %	90.3 %
Alabama	95.1	96.3	98.7	98.9	95.6	95.9	89.6	90.6
Alaska	95.1	96.2	96.8	96.6	91.1	92.0	89.7	89.8
Arizona	97.0	90.4	96.9	97.1	96.5	94.8	94.6	94.9
Arkansas	94.0	91.3	97.0	96.6	97.6	97.7	94.7	94.1
California	88.3	91.3	95.3	95.7	93.1	94.6	87.7	87.9
Colorado	97.4	98.2	97.8	98.4	96.2	95.9	94.4	95.2
Connecticut	84.2	77.0	96.9	97.0	92.0	93.1	84.5	85.6
Delaware	100.0	100.0	94.4	94.4	93.1	93.3	95.4	95.6
District of Columbia	100.0	100.0	89.7	88.9	87.0	86.3	68.2	69.3
Florida	90.9	92.0	94.5	94.4	93.1	93.9	88.9	88.7
Georgia	91.1	92.3	94.7	94.8	96.8	96.6	93.3	93.3
Hawaii	100.0	100.0	98.9	98.7	98.9	98.7	88.2	88.3
Idaho	93.5	95.5	100.0	100.0	98.1	98.6	94.8	95.2
Illinois	94.2	91.8	98.8	99.8	97.2	98.7	95.4	95.6
Indiana	96.2	95.8	100.0	100.0	99.5	99.6	94.9	95.3
Iowa	98.5	98.4	98.9	99.0	98.3	96.5	95.9	96.2
Kansas	99.1	99.6	98.1	98.0	97.5	98.0	95.3	95.6
Kentucky	94.8	92.3	98.9	99.0	97.8	98.1	88.0	88.8
Louisiana	89.2	90.1	94.4	93.7	93.1	93.9	92.3	93.1
Maine	90.0	92.0	98.6	98.2	96.5	94.7	89.4	89.7
Maryland	87.0	87.5	82.4	82.4	80.7	81.0	89.3	90.2
Massachusetts	93.3	94.1	96.4	96.5	93.0	91.1	85.5	84.4
Michigan	92.8	90.2	98.6	98.8	94.4	97.1	83.6	84.5
Minnesota	92.2	92.1	98.5	98.8	96.5	97.4	95.5	94.1
Mississippi	96.6	96.7	97.4	97.6	96.1	97.2	92.6	93.3
Missouri	95.3	93.8	99.0	98.9	97.6	98.0	94.3	91.2
Montana	97.1	95.1	99.4	99.8	98.1	97.8	94.5	95.0
Nebraska	97.1	97.3	98.6	98.2	97.5	98.7	93.8	92.9
Nevada	100.0	100.0	97.5	97.8	95.8	96.1	88.4	88.5
New Hampshire	97.4	92.9	97.4	98.8	94.0	96.3	92.5	92.5
New Jersey	81.8	86.3	92.3	92.4	85.8	88.3	86.4	86.3
New Mexico	92.9	95.0	99.4	99.2	95.1	96.0	89.1	90.0
New York	95.3	95.7	89.9	89.5	88.0	87.6	81.2	79.3
North Carolina	94.5	94.0	96.3	95.6	94.1	92.6	95.8	96.0
North Dakota	94.2	94.4	98.9	99.1	97.4	98.4	95.3	95.8
Ohio	90.5	89.4	98.5	97.0	97.0	97.0	86.9	87.8
Oklahoma	97.8	98.5	98.9	99.1	96.0	96.3	95.0	93.8
Oregon	91.3	91.2	97.7	97.3	95.4	95.3	90.7	91.3
Pennsylvania	93.7	94.4	96.2	97.2	94.1	96.1	93.1	93.3
Rhode Island	91.4	91.9	96.2	97.1	96.2	96.5	87.3	87.4
South Carolina	92.9	92.8	98.9	98.6	96.2	96.6	91.2	91.1
South Dakota	97.8	98.2	99.0	98.6	96.7	98.5	95.9	95.2
Tennessee	100.0	100.0	97.9	97.5	96.4	98.1	91.2	92.9
Texas	94.0	95.2	97.4	98.1	96.9	97.4	91.3	91.5
Utah	97.1	96.0	99.4	99.4	97.8	98.4	97.7	97.9
Vermont	88.3	86.9	98.0	98.6	98.1	98.5	95.7	95.6
Virginia	89.1	90.7	96.9	95.3	92.3	92.2	89.9	90.7
Washington	95.2	97.0	94.1	93.7	93.4	92.6	87.9	88.1
West Virginia	98.2	98.2	98.8	99.6	97.6	98.2	94.9	94.8
Wisconsin	96.2	96.3	98.2	97.2	93.5	94.6	95.5	95.3
Wyoming	95.6	96.1	96.9	96.1	97.6	97.7	96.3	96.8

*Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling, five percent of the in–scope public schools did not send in teacher lists.

SOURCE. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Demand and Shortage Questionnaire, Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table VI-2.--Unweighted and final weighted response rates by typology for private schools

Typology	Schools Unweighted	 Weighted
All private schools	85.1 %	83.9 %
Catholic	90.0	90.8
Parochial	88.7	89.9
Diocesan	90.4	92.1
Private Order	93.3	93.9
Other Religious	83.2	79.6
Conservative Christian	77.7	73.6
Other religious - affiliated	88.3	88.0
Other religious - unaffiliated	74.8	76.5
Non-sectarian	84.3	81.5
Regular	82.6	76.5
Special emphasis	82.3	83.4
Special education	92.1	92.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table VI–3.––Unweighted and final weighted response rates by sampled association for private administrators and schools

Area and list frame	Administrators		Schools	
	Unweighted	Weighted	Unweighted	Weighted
Total, area frame and list frame	91.1 %	90.1 %	85.1 %	83.9 %
Area frame	84.8	83.4	76.9	74.0
Association list frame				
Association of Military Colleges and Schools	92.5	95.5	90.9	90.9
National Catholic Education Association, Jesuit Secondary Education Association	96.4	96.2	90.2	90.9
Friends Council on Education	93.8	93.8	90.6	90.6
National Association of Episcopal Schools	92.5	93.7	85.0	89.4
Hebrew Day Schools	86.4	86.1	73.0	70.8
Solomon Schechter Day Schools	97.9	97.9	85.1	85.1
Other Jewish	67.0	72.4	63.7	70.4
Lutheran Church–Missouri Synod	97.8	97.3	95.7	96.1
Evangelical Lutheran Church–Wisconsin Synod	97.9	97.5	97.9	97.9
Evangelical Lutheran Church in America	98.9	98.9	95.5	95.5
Other Lutheran	96.7	97.3	93.4	94.2
General Council of Seventh Day Adventist	95.8	94.9	94.9	93.9
Christian Schools International	92.9	94.3	91.0	93.7
American Association of Christian Schools International	81.6	73.4	70.0	59.0
National Association of Private Schools for Exceptional Children	94.0	94.7	88.0	86.5
American Montessori Society Schools	89.8	92.2	86.6	85.5
National Association of Independent Schools	92.5	93.7	84.5	84.6
All else	88.0	85.0	82.7	81.1

Note: Area frame schools cannot be reported by association because there was no information on association at the time the sample was drawn. The sample is designed to represent area frame schools and the list frame associations nationally.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Administrator Questionnaire and School Questionnaire).

Table VI-4.--Unweighted and final weighted response rates for private administrators, schools, and teachers, by private school affiliation

Private school affiliation	Private administrators		Private schools		Private teachers*	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
United States	91.1 %	90.1 %	85.1 %	83.9 %	83.1 %	83.6 %
Catholic	96.6	96.5	90.0	90.8	87.7	87.9
Other religious	88.6	84.9	83.2	79.6	80.8	80.3
Non-sectarian	91.1	89.9	84.3	81.5	81.0	78.1

*Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; ten percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table VI-5.--Items with response rates less than 75 percent*

SASS	Items with a response rate less than 75%
District survey	
Public	None
Administrator survey	
Public	None
Private	None
School survey	
Public	31 (part-time), 2, 33d(3)-33d(9)
Private	18b(1), 35d(2), 35d(7), 35d(9), 43a-d, f-i (part-time)
Indian	42a-d, f-i (part-time)
Teacher survey	
Public	None
Private	20b (undergraduates), 20b (graduates)

*The questionnaire wording for these items can be found in "SASS and TFS Questionnaires, 1990-1991", an NCES publication.

VII. Edit Procedures

VII. Edit Procedures

A. Field Office Edit

The field office edit was used by clerks to check the quality of the data collected by the field representatives during the telephone follow-up operation. This edit consisted of a careful review of the first four teacher questionnaires and the first two school, district, and administrator questionnaires from each field representative. If the check uncovered ten or more errors, including omissions, the clerk continued the item-by item edit of the questionnaires until there were four consecutive teacher forms and two consecutive district, school, and administrator forms with less than 10 errors. This detailed edit provided the field representatives with feedback on omissions, errors, and misunderstood instructions.

Part of this edit required the clerk to compare the number of students and teachers reported in the questionnaire with the number of students and teachers from the Common Core of Data (CCD) included on each questionnaire's label. The CCD counts reflected the number of teachers and students reported by the school or district in 1988-89. If the CCD count was twice the number reported on the questionnaire, or vice versa, a written explanation of the difference should have been provided by the field representative. This 50 percent rule was designed to sort out egregious reporting errors while allowing considerable latitude for variations in definitions and for changes in enrollment and teaching positions.

B. General Clerical Edit

Questionnaires completed by both individual respondents and by field representatives in telephone follow-up were sent to the central processing unit in Jeffersonville, Indiana. Before data keying, clerks performed a general clerical edit on all questionnaires. They reviewed the questionnaires for legibility and consistency in entries and made corrections such as changing 'one' to '1', ensuring a number was present to the right of the decimal point, and rounding fractions to whole numbers. For the teacher questionnaires, the clerks also assigned industry and occupation codes to the write-in entries in item 8, previous non-education job.

For the school and district forms, clerks again calculated the comparison of enrollment and number of teachers with the CCD counts printed on the questionnaire label. If the comparison of the numbers did not pass the 35 percent test for the questionnaires which previously failed the 50 percent rule and there was no written explanation for the difference, the clerks attempted to resolve this problem by telephoning the district or school to obtain either correct data or an explanation for the difference.

After the clerical edit, questionnaires were batched by type and by interview status for keying. Data entry personnel were instructed to correct all errors identified during the keying operation and to refer problem cases to their supervisor.

Quality assurance was conducted on all work keyed. Keying was verified at the 100 percent level for districts (SASS-1A), administrators (SASS-2A, 2B), and schools (SASS-3A, 3B, 3C). For the teacher questionnaires (SASS-4A, 4B), keying was verified at the 33 percent level.

C. Computer Pre-edit

After data keying, each component of SASS was processed through a computer pre-edit designed to identify inconsistencies, invalid entries, and critical missing data. As a result of the computer pre-edit, reject listings were generated containing a list of questionnaire control numbers (number used to identify individual questionnaires), the source codes containing information unacceptable to the pre-edit program, and error messages describing the problem.

Using the list of rejected cases generated for each of the SASS components, the clerks reviewed the questionnaires. In some instances, the keyed entry was correct and required confirmation only. When this occurred, the clerk marked the reject listing with an 'A' for accept. If the entry to the field was erroneous and could not be corrected, the clerk marked the reject listing with a 'D' for delete. If the entry to the field required change or a value needed to be inserted, the clerk would enter the change on the listing and annotate it with the letter 'C' for change. All annotations were made to both the questionnaire and the reject listing. The reject listing was then sent to data entry for keying.

In some instances, the clerk was required to call the respondent to resolve inconsistencies or to obtain critical data. For example, if a teacher indicated that he had been teaching at the current school since 1980, but reported earlier that he did not enter the teaching field until 1985, the inconsistency would be referred back to the respondent for resolution. Likewise, if a teacher said she had been teaching since 1985, and reported that she had 0 years of experience as a full-time teacher, and 0 years of experience as a part-time teacher, the case would be referred to the respondent.

In line with plans to further automate SASS processing, the 1990-91 SASS tested an on-line pre-edit correction system for the administrator questionnaires (SASS-2A, SASS-2B). For these corrections, the rejected case's control number, the rejected data, and error messages appeared on a computer screen rather than a paper listing. The clerk compared the information on the screen to the original questionnaire and then made corrections and deletions or accepted the data at the computer terminal. The clerk was notified immediately of any inconsistencies resulting from new values. This enabled the clerk to resolve all problems with a specific case at one time and eliminated the need to write changes on a paper listing that had to be keyed.

For critical items, the clerks attempted to telephone the respondent to obtain correct data if the entries on the questionnaire were inconsistent or missing. The most frequent reasons for rejecting a questionnaire are shown in Table VII-1 by SASS component.

Table VII-1.--Reasons for pre-edit rejection of questionnaires

SASS component	Most frequent reject reason
District Questionnaires (SASS-1A)	The number of students or teachers was at least 35 percent greater than expected
Public School Principal Questionnaires (SASS-2A)	Did not answer the question about whether or not he or she was the principal of the same school last year
Private School Principal Questionnaires (SASS-2B)	The annual salary was reported as less than $10,000 or greater than $90,000
Public School Questionnaires (SASS-3A)	The number of students or teachers was at least 35 percent greater than expected
Private School Questionnaires (SASS-3B)	The number of students or teachers was at least 35 percent less than expected
Indian School Questionnaires (SASS-3C)	Teacher salaries were out of range
Public School Teacher Questionnaires (SASS-4A)	Answers regarding full-time and part-time employment status were inconsistent and the main teaching assignment question was left blank
Private School Teacher Questionnaires (SASS-4B)	Answers regarding full-time and part-time employment status were inconsistent and the main teaching assignment question was left blank

Tables VII-2 through VII-9 provide a breakdown of the number of records where changes were made by source code (variable) for each SASS component.

Table VII-2.--The number of changes to item response categories by source code between the preliminary file and the pre-edit for Teacher Demand and Shortage Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	0	0 %	source code: 54	0	0 %	source code: 99	0	0 %
source code: 2	0	0	source code: 55	0	0	source code: 100	0	0
source code: 11	120	2.4	source code: 56	0	0	source code: 101	0	0
source code: 12	37	0.7	source code: 57	0	0	source code: 102	0	0
source code: 13	34	0.7	source code: 58	0	0	source code: 103	0	0
source code: 14	7	0.1	source code: 59	0	0	source code: 104	0	0
source code: 15	6	0.1	source code: 60	0	0	source code: 105	0	0
source code: 16	26	0.5	source code: 61	0	0	source code: 106	0	0
source code: 17	19	0.4	source code: 62	0	0	source code: 107	0	0
source code: 18	27	0.5	source code: 63	0	0	source code: 108	0	0
source code: 19	19	0.4	source code: 64	0	0	source code: 109	0	0
source code: 20	40	0.8	source code: 65	0	0	source code: 110	0	0
source code: 21	34	0.7	source code: 66	0	0	source code: 111	0	0
source code: 22	12	0.2	source code: 67	0	0	source code: 112	0	0
source code: 23	11	0.2	source code: 68	20	0.4	source code: 113	0	0
source code: 24	109	2.2	source code: 69	0	0	source code: 114	0	0
source code: 25	94	1.9	source code: 70	4	0.1	source code: 115	0	0
source code: 26	0	0	source code: 71	4	0.1	source code: 116	0	0
source code: 27	0	0	source code: 72	7	0.1	source code: 117	0	0
source code: 28	0	0	source code: 73	6	0.1	source code: 118	0	0
source code: 29	0	0	source code: 74	5	0.1	source code: 119	0	0
source code: 30	0	0	source code: 75	9	0.2	source code: 120	0	0
source code: 31	15	0.3	source code: 76	0	0	source code: 121	0	0
source code: 32	14	0.3	source code: 77	0	0	source code: 122	0	0
source code: 33	16	0.3	source code: 78	0	0	source code: 123	0	0
source code: 34	9	0.2	source code: 79	0	0	source code: 124	0	0
source code: 35	38	0.8	source code: 80	0	0	source code: 125	0	0
source code: 36	30	0.6	source code: 81	0	0	source code: 126	0	0
source code: 37	38	0.8	source code: 82	0	0	source code: 127	0	0
source code: 38	39	0.8	source code: 83	0	0	source code: 128	0	0
source code: 39	71	1.4	source code: 84	0	0	source code: 129	17	0.8
source code: 40	59	1.2	source code: 85	0	0	source code: 130	21	0.4
source code: 41	25	0.5	source code: 86	0	0	source code: 131	23	0.5
source code: 42	26	0.5	source code: 87	0	0	source code: 132	22	0.4
source code: 43	129	2.6	source code: 88	0	0	source code: 133	98	1.9
source code: 44	126	2.5	source code: 89	0	0	source code: 134	20	0.4
source code: 45	516	10.2	source code: 90	0	0	source code: 135	14	0.8
source code: 46	0	0	source code: 91	0	0	source code: 136	18	0.4
source code: 47	0	0	source code: 92	0	0	source code: 137	31	0.6
source code: 48	0	0	source code: 93	0	0	source code: 138	271	5.4
source code: 49	577	11.4	source code: 94	0	0	source code: 139	0	0
source code: 50	0	0	source code: 95	0	0	source code: 140	0	0
source code: 51	0	0	source code: 96	0	0			
source code: 52	0	0	source code: 97	0	0			
source code: 53	0	0	source code: 98	0	0			

Total number of interview records (ISR=1): 5,043

Total number of records having one or more changes in response between the preliminary file and the pre-edit file:
Number of records = 1,319 Percent = 26.2 %

Table VII-3.--Number of changes to item response categories by source code between the preliminary file and the pre-edit file for Public School Administrator Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	0	0 %	source code: 45	77	0.8 %	source code: 80	0	0 %
source code: 2	0	0	source code: 46	0	0	source code: 81	0	0
source code: 11	3	0	source code: 47	0	0	source code: 82	0	0
source code: 12	1	0	source code: 48	0	0	source code: 83	0	0
source code: 13	0	0	source code: 49	0	0	source code: 84	0	0
source code: 14	3	0	source code: 50	0	0	source code: 85	0	0
source code: 15	0	0	source code: 51	0	0	source code: 86	0	0
source code: 16	0	0	source code: 52	0	0	source code: 87	0	0
source code: 17	0	0	source code: 53	0	0	source code: 88	0	0
source code: 18	1	0	source code: 54	0	0	source code: 100	0	0
source code: 19	0	0	source code: 55	12	0.1	source code: 101	0	0
source code: 20	0	0	source code: 56	45	0.5	source code: 102	0	0
source code: 21	0	0	source code: 57	0	0	source code: 103	0	0
source code: 22	0	0	source code: 58	0	0	source code: 104	0	0
source code: 23	0	0	source code: 59	0	0	source code: 105	0	0
source code: 24	0	0	source code: 60	0	0	source code: 106	0	0
source code: 25	0	0	source code: 61	0	0	source code: 107	0	0
source code: 26	1	0	source code: 62	0	0	source code: 108	0	0
source code: 27	0	0	source code: 63	0	0	source code: 109	0	0
source code: 28	0	0	source code: 64	0	0	source code: 110	0	0
source code: 29	0	0	source code: 65	0	0	source code: 111	0	0
source code: 30	0	0	source code: 66	0	0	source code: 112	0	0
source code: 31	0	0	source code: 67	0	0	source code: 113	0	0
source code: 32	0	0	source code: 68	0	0	source code: 114	0	0
source code: 33	0	0	source code: 69	0	0	source code: 115	0	0
source code: 34	0	0	source code: 70	0	0	source code: 116	0	0
source code: 35	0	0	source code: 71	0	0	source code: 117	0	0
source code: 36	0	0	source code: 72	0	0	source code: 118	0	0
source code: 37	0	0	source code: 73	0	0	source code: 119	0	0
source code: 38	0	0	source code: 74	0	0	source code: 120	0	0
source code: 39	0	0	source code: 75	0	0	source code: 121	0	0
source code: 40	0	0	source code: 76	0	0	source code: 122	0	0
source code: 41	0	0	source code: 77	0	0	source code: 123	0	0
source code: 42	0	0	source code: 78	0	0	source code: 124	0	0
source code: 43	0	0	source code: 79	0	0	source code: 125	0	0
source code: 44	25	0.3						

Total number of interview records (ISR=1): 9,331

Total number of records having one or more changes in response between the preliminary file and the pre-edit file:
Number of records = 150 Percent = 1.6 %

Table VII–4.––Number of changes to item response categories by source code between the preliminary file and the pre–edit file for Private School Administrator Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	1	0 %	source code: 44	8	0.3 %	source code: 79	0	0 %
source code: 2	0	0	source code: 45	20	0.7	source code: 80	0	0
source code: 11	2	0.1	source code: 46	0	0	source code: 81	0	0
source code: 12	0	0	source code: 47	0	0	source code: 82	0	0
source code: 13	0	0	source code: 48	0	0	source code: 83	0	0
source code: 14	2	0.1	source code: 49	0	0	source code: 84	0	0
source code: 15	0	0	source code: 50	0	0	source code: 85	0	0
source code: 16	0	0	source code: 51	0	0	source code: 86	0	0
source code: 17	0	0	source code: 52	0	0	source code: 87	0	0
source code: 18	0	0	source code: 53	0	0	source code: 88	0	0
source code: 19	0	0	source code: 54	0	0	source code: 101	0	0
source code: 20	0	0	source code: 55	7	0.2	source code: 102	0	0
source code: 21	0	0	source code: 56	12	0.4	source code: 103	0	0
source code: 22	0	0	source code: 57	0	0	source code: 104	0	0
source code: 23	0	0	source code: 58	0	0	source code: 105	0	0
source code: 24	0	0	source code: 59	0	0	source code: 106	0	0
source code: 25	0	0	source code: 60	0	0	source code: 107	0	0
source code: 26	0	0	source code: 61	0	0	source code: 108	0	0
source code: 27	0	0	source code: 62	0	0	source code: 109	0	0
source code: 28	0	0	source code: 63	0	0	source code: 111	0	0
source code: 29	0	0	source code: 64	0	0	source code: 112	0	0
source code: 30	0	0	source code: 65	0	0	source code: 113	0	0
source code: 31	0	0	source code: 66	0	0	source code: 114	0	0
source code: 32	0	0	source code: 67	0	0	source code: 115	0	0
source code: 33	0	0	source code: 68	0	0	source code: 116	0	0
source code: 34	0	0	source code: 69	0	0	source code: 117	0	0
source code: 35	0	0	source code: 70	0	0	source code: 118	0	0
source code: 36	0	0	source code: 71	0	0	source code: 119	0	0
source code: 37	0	0	source code: 72	0	0	source code: 120	0	0
source code: 38	0	0	source code: 73	0	0	source code: 121	0	0
source code: 39	0	0	source code: 74	0	0	source code: 122	0	0
source code: 40	0	0	source code: 75	0	0	source code: 123	0	0
source code: 41	0	0	source code: 76	0	0	source code: 124	0	0
source code: 42	0	0	source code: 77	0	0	source code: 125	0	0
source code: 43	0	0	source code: 78	0	0			

Total number of interview records (ISR=1): 2,857

Total number of records having one or more changes in response between the preliminary file and the pre–edit file:
Number of Records = 48 Percent = 1.7 %

Table VII–5.––Number of changes to item response categories by source code between the preliminary file and the pre–edit file for Public School Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	1	0 %	source code: 71	4	0 %	source code: 133	0	0 %
source code: 2	0	0	source code: 72	5	0.1	source code: 134	0	0
source code: 11	22	0.2	source code: 73	5	0.1	source code: 135	0	0
source code: 12	149	1.6	source code: 74	3	0	source code: 136	0	0
source code: 13	37	0.4	source code: 75	6	0.1	source code: 137	0	0
source code: 14	0	0	source code: 76	7	0.1	source code: 138	0	0
source code: 15	0	0	source code: 77	5	0.1	source code: 139	0	0
source code: 16	0	0	source code: 78	7	0.1	source code: 140	0	0
source code: 17	0	0	source code: 79	5	0.1	source code: 141	0	0
source code: 18	17	0.2	source code: 80	8	0.1	source code: 142	0	0
source code: 19	17	0.2	source code: 81	5	0.1	source code: 143	0	0
source code: 20	0	0	source code: 82	7	0.1	source code: 144	0	0
source code: 21	1	0	source code: 83	5	0.1	source code: 145	0	0
source code: 22	14	0.2	source code: 84	3	0	source code: 146	0	0
source code: 23	9	0.1	source code: 85	5	0.1	source code: 147	0	0
source code: 24	11	0.1	source code: 86	5	0.1	source code: 148	0	0
source code: 25	20	0.2	source code: 87	2	0	source code: 149	0	0
source code: 26	38	0.4	source code: 88	5	0.1	source code: 150	0	0
source code: 27	0	0	source code: 89	2	0	source code: 151	0	0
source code: 28	0	0	source code: 90	5	0.1	source code: 152	0	0
source code: 29	0	0	source code: 91	2	0	source code: 153	0	0
source code: 30	0	0	source code: 92	9	0.1	source code: 154	0	0
source code: 31	0	0	source code: 93	2	0	source code: 155	0	0
source code: 32	0	0	source code: 94	17	0.2	source code: 156	0	0
source code: 33	0	0	source code: 95	2	0	source code: 157	0	0
source code: 34	0	0	source code: 96	17	0.2	source code: 158	0	0
source code: 35	0	0	source code: 97	2	0	source code: 159	0	0
source code: 36	0	0	source code: 98	15	0.2	source code: 160	0	0
source code: 37	0	0	source code: 99	3	0	source code: 161	0	0
source code: 38	0	0	source code: 100	0	0	source code: 162	0	0
source code: 39	0	0	source code: 101	147	1.6	source code: 163	0	0
source code: 40	0	0	source code: 102	0	0	source code: 164	0	0
source code: 41	0	0	source code: 103	0	0	source code: 165	0	0
source code: 42	0	0	source code: 104	0	0	source code: 166	0	0
source code: 43	62	0.7	source code: 105	0	0	source code: 167	0	0
source code: 44	2	0	source code: 106	1	0	source code: 168	0	0
source code: 45	2	0	source code: 107	0	0	source code: 169	0	0
source code: 46	10	0.1	source code: 108	0	0	source code: 170	0	0
source code: 47	1	0	source code: 109	1	0	source code: 171	0	0
source code: 48	1	0	source code: 110	9	0.1	source code: 172	0	0
source code: 49	0	0	source code: 111	0	0	source code: 173	0	0
source code: 50	0	0	source code: 112	0	0	source code: 174	0	0
source code: 51	0	0	source code: 113	0	0	source code: 175	0	0
source code: 52	17	0.2	source code: 114	156	1.7	source code: 176	0	0
source code: 53	1	0	source code: 115	129	1.4	source code: 177	0	0
source code: 54	0	0	source code: 116	227	2.5	source code: 178	0	0
source code: 55	0	0	source code: 117	17	0.2	source code: 179	0	0
source code: 56	11	0.1	source code: 118	2	0	source code: 180	0	0
source code: 57	0	0	source code: 119	4	0	source code: 181	0	0
source code: 58	0	0	source code: 120	19	0.2	source code: 182	0	0
source code: 59	0	0	source code: 121	123	1.4	source code: 183	0	0
source code: 60	0	0	source code: 122	1	0	source code: 184	0	0
source code: 61	0	0	source code: 123	0	0	source code: 185	0	0
source code: 62	0	0	source code: 124	21	0.2	source code: 186	0	0
source code: 63	0	0	source code: 125	19	0.2	source code: 187	0	0
source code: 64	0	0	source code: 126	25	0.3	source code: 188	0	0
source code: 65	0	0	source code: 127	11	0.1	source code: 189	0	0
source code: 66	0	0	source code: 128	1	0	source code: 190	0	0
source code: 67	0	0	source code: 129	0	0	source code: 191	0	0
source code: 68	0	0	source code: 130	0	0	source code: 192	0	0
source code: 69	11	0.1	source code: 131	0	0	source code: 193	0	0
source code: 70	9	0.1	source code: 132	0	0			

Total number of interview records (ISR=1): 9,064

Total number of records having one or more changes in response between the preliminary file and the pre–edit file:
Number of records = 906 Percent = 10 %

Table VII–6.––Number of changes to item response categories by source code between the preliminary file and the pre–edit file for Private School Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	1	0 %	source code: 70	0	0 %	source code: 132	1	0 %
source code: 2	0	0	source code: 71	0	0	source code: 133	0	0
source code: 3	0	0	source code: 72	0	0	source code: 134	0	0
source code: 11	35	1.3	source code: 73	0	0	source code: 135	0	0
source code: 12	0	0	source code: 74	0	0	source code: 136	1	0
source code: 13	1	0	source code: 75	1	0	source code: 137	0	0
source code: 14	0	0	source code: 76	0	0	source code: 138	0	0
source code: 15	0	0	source code: 77	0	0	source code: 139	0	0
source code: 16	0	0	source code: 78	0	0	source code: 140	0	0
source code: 17	4	0.1	source code: 79	0	0	source code: 141	0	0
source code: 18	0	0	source code: 80	0	0	source code: 142	0	0
source code: 19	2	0.1	source code: 81	0	0	source code: 143	0	0
source code: 20	2	0.1	source code: 82	0	0	source code: 144	0	0
source code: 21	1	0	source code: 83	0	0	source code: 145	0	0
source code: 22	0	0	source code: 84	0	0	source code: 146	1	0
source code: 23	0	0	source code: 85	0	0	source code: 147	0	0
source code: 24	0	0	source code: 86	0	0	source code: 148	2	0.1
source code: 25	0	0	source code: 87	0	0	source code: 149	12	0.4
source code: 26	0	0	source code: 88	0	0	source code: 150	4	0.1
source code: 27	0	0	source code: 89	0	0	source code: 151	2	0.1
source code: 28	0	0	source code: 90	0	0	source code: 152	2	0.1
source code: 29	0	0	source code: 91	1	0	source code: 153	3	0.1
source code: 30	0	0	source code: 92	0	0	source code: 154	4	0.1
source code: 31	0	0	source code: 93	0	0	source code: 155	0	0
source code: 32	0	0	source code: 94	0	0	source code: 156	0	0
source code: 33	0	0	source code: 95	0	0	source code: 157	39	1.4
source code: 34	0	0	source code: 96	0	0	source code: 158	0	0
source code: 35	0	0	source code: 97	0	0	source code: 159	0	0
source code: 36	0	0	source code: 98	0	0	source code: 160	0	0
source code: 37	0	0	source code: 99	0	0	source code: 161	0	0
source code: 38	0	0	source code: 100	0	0	source code: 162	2	0.1
source code: 39	0	0	source code: 101	0	0	source code: 163	0	0
source code: 40	0	0	source code: 102	0	0	source code: 164	0	0
source code: 41	0	0	source code: 103	0	0	source code: 165	28	1
source code: 42	0	0	source code: 104	0	0	source code: 166	21	8
source code: 43	0	0	source code: 105	0	0	source code: 167	34	1.2
source code: 44	0	0	source code: 106	0	0	source code: 168	26	0.9
source code: 45	1	0	source code: 107	0	0	source code: 169	35	1.3
source code: 46	0	0	source code: 108	5	0.2	source code: 170	24	0.9
source code: 47	0	0	source code: 109	0	0	source code: 171	57	2.1
source code: 48	35	1.3	source code: 110	0	0	source code: 172	38	1.4
source code: 49	0	0	source code: 111	0	0	source code: 173	53	1.9
source code: 50	0	0	source code: 112	0	0	source code: 174	35	1.3
source code: 51	66	2.4	source code: 113	0	0	source code: 175	13	0.5
source code: 52	2	0.1	source code: 114	0	0	source code: 176	11	0.4
source code: 53	0	0	source code: 115	0	0	source code: 177	186	6.7
source code: 54	28	1	source code: 116	0	0	source code: 178	129	4.7
source code: 55	11	0.4	source code: 117	0	0	source code: 179	180	6.6
source code: 56	5	0.2	source code: 118	0	0	source code: 180	0	0
source code: 57	7	0.3	source code: 119	0	0	source code: 181	5	0.2
source code: 58	9	0.3	source code: 120	0	0	source code: 182	0	0
source code: 59	77	2.8	source code: 121	0	0	source code: 183	158	5.7
source code: 60	0	0	source code: 122	0	0	source code: 184	0	0
source code: 61	0	0	source code: 123	0	0	source code: 185	0	0
source code: 62	0	0	source code: 124	0	0	source code: 186	0	0
source code: 63	0	0	source code: 125	6	0.2	source code: 187	1	0
source code: 64	0	0	source code: 126	1	0	source code: 188	0	0
source code: 65	0	0	source code: 127	0	0	source code: 189	0	0
source code: 66	0	0	source code: 128	0	0	source code: 190	7	0.3
source code: 67	0	0	source code: 129	0	0	source code: 191	0	0
source code: 68	7	0.3	source code: 130	2	0.1	source code: 192	0	0
source code: 69	0	0	source code: 131	0	0	source code: 193	0	0

Table VII-6.--Number of changes to item response categories by source code between the preliminary file and the pre-edit file for Private School Questionnaire (continued)

Source Code	Counts	Percent
source code: 194	0	0 %
source code: 195	0	0
source code: 196	0	0
source code: 197	0	0
source code: 198	0	0
source code: 199	0	0
source code: 200	0	0
source code: 201	0	0
source code: 202	0	0
source code: 203	0	0
source code: 204	0	0
source code: 205	0	0
source code: 206	0	0
source code: 207	0	0
source code: 208	0	0
source code: 209	104	3.8
source code: 210	83	3
source code: 211	161	5.9
source code: 212	21	0.8
source code: 213	12	0.4
source code: 214	14	0.5
source code: 215	15	0.5
source code: 216	136	4.9
source code: 217	0	0
source code: 218	0	0
source code: 219	33	1.2
source code: 220	33	1.2
source code: 221	20	0.7
source code: 222	13	0.5
source code: 223	0	0
source code: 224	0	0
source code: 225	0	0
source code: 226	0	0
source code: 227	0	0
source code: 228	0	0
source code: 229	0	0
source code: 230	0	0
source code: 231	0	0
source code: 232	0	0
source code: 233	0	0
source code: 234	0	0
source code: 235	0	0
source code: 236	0	0
source code: 237	0	0
source code: 238	0	0
source code: 239	0	0
source code: 240	0	0
source code: 241	0	0
source code: 242	0	0 %
source code: 243	0	0
source code: 244	0	0
source code: 245	0	0
source code: 246	0	0
source code: 247	0	0
source code: 248	0	0
source code: 249	0	0
source code: 250	0	0
source code: 251	0	0
source code: 252	0	0
source code: 253	0	0
source code: 254	0	0
source code: 255	0	0
source code: 256	0	0
source code: 257	0	0
source code: 258	0	0
source code: 259	0	0
source code: 260	0	0
source code: 261	0	0
source code: 262	0	0
source code: 263	0	0
source code: 264	0	0
source code: 265	0	0
source code: 266	0	0
source code: 267	0	0
source code: 268	0	0
source code: 269	10	0.4
source code: 270	0	0
source code: 271	3	0.1
source code: 272	1	0
source code: 273	0	0
source code: 274	3	0.1
source code: 275	8	0.3
source code: 276	3	0.1
source code: 277	0	0
source code: 278	0	0
source code: 279	0	0
source code: 280	0	0
source code: 281	0	0
source code: 282	0	0
source code: 283	0	0
source code: 284	0	0
source code: 285	0	0
source code: 286	0	0
source code: 287	0	0
source code: 288	0	0
source code: 289	0	0 %
source code: 290	0	0
source code: 291	0	0
source code: 292	0	0
source code: 293	0	0
source code: 294	0	0
source code: 295	0	0
source code: 296	0	0
source code: 297	0	0
source code: 298	0	0
source code: 299	0	0
source code: 300	0	0
source code: 301	0	0
source code: 302	0	0
source code: 303	0	0
source code: 304	0	0
source code: 305	0	0
source code: 306	0	0
source code: 307	0	0
source code: 308	0	0
source code: 309	0	0
source code: 310	0	0
source code: 311	0	0
source code: 312	0	0
source code: 313	0	0
source code: 314	0	0
source code: 315	0	0
source code: 316	0	0
source code: 317	0	0
source code: 318	0	0
source code: 319	0	0
source code: 320	0	0
source code: 321	0	0
source code: 322	0	0
source code: 323	0	0
source code: 324	0	0
source code: 325	0	0
source code: 326	0	0
source code: 327	0	0
source code: 328	0	0
source code: 329	0	0
source code: 330	0	0
source code: 331	0	0
source code: 332	0	0
source code: 333	0	0
source code: 334	0	0
source code: 335	0	0

Total number of interview records (ISR=1): 2,748

Total number of records having one or more changes in response between the preliminary file and the pre-edit file.
Number of records = 883 Percent = 32.1%

Table VII-7.--Number of changes to item response categories by source code between the preliminary file and the pre-edit for Indian School Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	0	0 %	source code: 112	0	0 %	source code: 174	0	0 %
source code: 2	0	0	source code: 113	0	0	source code: 175	0	0
source code: 11	2	2	source code: 114	0	0	source code: 176	0	0
source code: 13	0	0	source code: 115	0	0	source code: 177	9	9.2
source code: 14	0	0	source code: 116	0	0	source code: 178	6	6.1
source code: 15	0	0	source code: 117	0	0	source code: 179	5	5.1
source code: 18	0	0	source code: 118	0	0	source code: 180	0	0
source code: 19	0	0	source code: 119	0	0	source code: 181	0	0
source code: 20	0	0	source code: 120	0	0	source code: 182	0	0
source code: 21	0	0	source code: 121	0	0	source code: 183	5	5.1
source code: 22	0	0	source code: 122	0	0	source code: 184	0	0
source code: 23	0	0	source code: 123	0	0	source code: 185	0	0
source code: 24	0	0	source code: 124	0	0	source code: 186	0	0
source code: 25	0	0	source code: 125	0	0	source code: 187	0	0
source code: 26	0	0	source code: 126	0	0	source code: 188	0	0
source code: 27	0	0	source code: 127	0	0	source code: 189	0	0
source code: 28	0	0	source code: 128	0	0	source code: 190	0	0
source code: 29	0	0	source code: 129	0	0	source code: 191	0	0
source code: 30	0	0	source code: 130	0	0	source code: 192	0	0
source code: 31	0	0	source code: 131	0	0	source code: 193	0	0
source code: 32	0	0	source code: 132	0	0	source code: 194	0	0
source code: 33	0	0	source code: 133	0	0	source code: 195	0	0
source code: 34	0	0	source code: 134	0	0	source code: 196	0	0
source code: 35	0	0	source code: 135	0	0	source code: 197	0	0
source code: 36	0	0	source code: 136	0	0	source code: 198	0	0
source code: 37	0	0	source code: 137	0	0	source code: 199	0	0
source code: 38	0	0	source code: 138	0	0	source code: 200	0	0
source code: 39	0	0	source code: 139	0	0	source code: 201	0	0
source code: 40	0	0	source code: 140	0	0	source code: 202	0	0
source code: 41	0	0	source code: 141	0	0	source code: 203	0	0
source code: 42	0	0	source code: 142	0	0	source code: 204	0	0
source code: 43	0	0	source code: 143	0	0	source code: 205	0	0
source code: 44	0	0	source code: 144	0	0	source code: 206	0	0
source code: 45	0	0	source code: 145	0	0	source code: 207	0	0
source code: 46	0	0	source code: 146	0	0	source code: 208	0	0
source code: 47	0	0	source code: 147	0	0	source code: 209	4	4.1
source code: 48	2	2	source code: 148	0	0	source code: 210	1	1
source code: 49	0	0	source code: 149	0	0	source code: 211	5	5.1
source code: 50	0	0	source code: 150	0	0	source code: 212	2	2
source code: 51	3	3.1	source code: 151	1	1	source code: 213	0	0
source code: 52	0	0	source code: 152	1	1	source code: 214	0	0
source code: 53	0	0	source code: 153	0	0	source code: 215	0	0
source code: 54	0	0	source code: 154	0	0	source code: 216	3	3.1
source code: 55	1	1	source code: 155	0	0	source code: 217	0	0
source code: 56	0	0	source code: 156	0	0	source code: 218	0	0
source code: 57	0	0	source code: 157	1	1	source code: 219	0	0
source code: 58	0	0	source code: 158	0	0	source code: 220	0	0
source code: 59	0	0	source code: 159	0	0	source code: 221	0	0
source code: 60	0	0	source code: 160	0	0	source code: 222	0	0
source code: 61	0	0	source code: 161	0	0	source code: 223	0	0
source code: 62	0	0	source code: 162	0	0	source code: 224	0	0
source code: 63	0	0	source code: 163	0	0	source code: 225	0	0
source code: 64	0	0	source code: 164	0	0	source code: 226	0	0
source code: 65	0	0	source code: 165	0	0	source code: 227	0	0
source code: 104	0	0	source code: 166	0	0	source code: 228	0	0
source code: 105	0	0	source code: 167	0	0	source code: 229	0	0
source code: 106	0	0	source code: 168	0	0	source code: 230	0	0
source code: 107	0	0	source code: 169	0	0	source code: 231	0	0
source code: 108	0	0	source code: 170	0	0	source code: 232	0	0
source code: 109	0	0	source code: 171	3	3.1	source code: 233	0	0
source code: 110	0	0	source code: 172	0	0	source code: 234	0	0
source code: 111	0	0	source code: 173	0	0	source code: 235	0	0

Table VII-7.--Number of changes to item response categories by source code between the preliminary file and the pre-edit file for Indian School Questionnaire (continued)

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 236	0	0 %	source code: 270	0	0 %	source code: 242	0	0 %
source code: 237	0	0	source code: 271	1	1	source code: 243	0	0
source code: 238	0	0	source code: 272	0	0	source code: 244	0	0
source code: 239	0	0	source code: 273	0	0	source code: 302	0	0
source code: 240	0	0	source code: 274	0	0	source code: 303	0	0
source code: 241	0	0	source code: 275	0	0	source code: 304	0	0
source code: 245	0	0	source code: 276	0	0	source code: 305	0	0
source code: 246	0	0	source code: 279	0	0	source code: 306	0	0
source code: 247	0	0	source code: 280	0	0	source code: 307	0	0
source code: 248	0	0	source code: 281	0	0	source code: 308	0	0
source code: 249	0	0	source code: 282	0	0	source code: 309	0	0
source code: 250	0	0	source code: 283	0	0	source code: 310	0	0
source code: 251	0	0	source code: 284	0	0	source code: 311	0	0
source code: 252	0	0	source code: 285	0	0	source code: 312	0	0
source code: 253	0	0	source code: 286	0	0	source code: 313	0	0
source code: 254	0	0	source code: 287	0	0	source code: 315	0	0
source code: 255	0	0	source code: 288	0	0	source code: 316	0	0
source code: 256	0	0	source code: 289	0	0	source code: 317	0	0
source code: 257	0	0	source code: 290	0	0	source code: 318	0	0
source code: 258	0	0	source code: 291	0	0	source code: 319	0	0
source code: 259	0	0	source code: 292	0	0	source code: 326	0	0
source code: 260	0	0	source code: 293	0	0	source code: 327	0	0
source code: 261	0	0	source code: 294	0	0	source code: 328	0	0
source code: 262	0	0	source code: 295	0	0	source code: 329	0	0
source code: 263	0	0	source code: 296	0	0	source code: 330	0	0
source code: 264	0	0	source code: 297	0	0	source code: 331	0	0
source code: 265	0	0	source code: 298	0	0	source code: 332	0	0
source code: 266	0	0	source code: 299	0	0	source code: 333	0	0
source code: 267	0	0	source code: 300	0	0	source code: 334	0	0
source code: 268	0	0	source code: 301	0	0	source code: 335	0	0
source code: 269	2	2						

Total number of interview records (ISR=1): 98

Total number of records having one or more changes response between the prelimary file and the pre-edit file:
Number of Records = 34 Percent = 34.7 %

Table VII-8.--Number of changes to item response categories by source code between the preliminary file and the pre-edit file for Public School Teachers Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	5	0 %	source code: 71	0	0 %	source code: 133	0	0 %
source code: 2	0	0	source code: 72	0	0	source code: 134	0	0
source code: 11	598	1.2	source code: 73	0	0	source code: 135	0	0
source code: 12	201	0.4	source code: 74	0	0	source code: 136	0	0
source code: 13	3205	6.6	source code: 75	0	0	source code: 137	0	0
source code: 14	2364	4.9	source code: 76	0	0	source code: 138	0	0
source code: 15	0	0	source code: 77	0	0	source code: 139	0	0
source code: 16	0	0	source code: 78	0	0	source code: 140	0	0
source code: 17	417	0.9	source code: 79	0	0	source code: 141	0	0
source code: 18	0	0	source code: 80	0	0	source code: 142	0	0
source code: 19	0	0	source code: 81	0	0	source code: 143	0	0
source code: 20	0	0	source code: 82	0	0	source code: 144	0	0
source code: 21	0	0	source code: 83	0	0	source code: 145	0	0
source code: 22	0	0	source code: 84	0	0	source code: 146	0	0
source code: 23	0	0	source code: 85	0	0	source code: 147	0	0
source code: 24	0	0	source code: 86	0	0	source code: 148	0	0
source code: 25	0	0	source code: 87	0	0	source code: 149	0	0
source code: 26	0	0	source code: 88	0	0	source code: 150	0	0
source code: 27	0	0	source code: 89	0	0	source code: 151	0	0
source code: 28	0	0	source code: 90	0	0	source code: 152	0	0
source code: 29	37	0.1	source code: 91	0	0	source code: 153	0	0
source code: 30	0	0	source code: 92	0	0	source code: 154	0	0
source code: 31	105	0.2	source code: 93	0	0	source code: 155	0	0
source code: 32	4	0	source code: 94	0	0	source code: 156	0	0
source code: 33	0	0	source code: 95	0	0	source code: 157	0	0
source code: 34	0	0	source code: 96	0	0	source code: 158	0	0
source code: 35	0	0	source code: 97	0	0	source code: 159	0	0
source code: 36	0	0	source code: 98	0	0	source code: 160	0	0
source code: 37	0	0	source code: 99	0	0	source code: 161	0	0
source code: 38	79	0.2	source code: 100	0	0	source code: 162	0	0
source code: 39	0	0	source code: 101	339	0.7	source code: 163	0	0
source code: 40	27	0.1	source code: 102	172	0.4	source code: 164	0	0
source code: 41	12	0	source code: 103	176	0.4	source code: 165	0	0
source code: 42	17	0	source code: 104	0	0	source code: 166	0	0
source code: 43	8	0	source code: 105	0	0	source code: 167	0	0
source code: 44	4	0	source code: 106	0	0	source code: 168	0	0
source code: 45	7	0	source code: 107	0	0	source code: 169	0	0
source code: 46	5	0	source code: 108	0	0	source code: 170	0	0
source code: 47	14	0	source code: 109	0	0	source code: 171	0	0
source code: 48	403	0.8	source code: 110	0	0	source code: 172	0	0
source code: 49	27	0.1	source code: 111	0	0	source code: 173	0	0
source code: 50	23	0	source code: 112	22	0	source code: 174	0	0
source code: 51	24	0	source code: 113	9	0	source code: 175	0	0
source code: 52	35	0.1	source code: 114	14	0	source code: 176	0	0
source code: 53	33	0.1	source code: 115	27	0.1	source code: 177	0	0
source code: 54	32	0.1	source code: 116	28	0.1	source code: 178	0	0
source code: 55	4	0	source code: 117	30	0.1	source code: 179	0	0
source code: 56	4	0	source code: 118	35	0.1	source code: 180	0	0
source code: 57	7	0	source code: 119	42	0.1	source code: 181	0	0
source code: 58	1341	2.8	source code: 120	41	0.1	source code: 182	0	0
source code: 59	0	0	source code: 121	46	0.1	source code: 183	0	0
source code: 60	0	0	source code: 122	52	0.1	source code: 184	0	0
source code: 61	0	0	source code: 123	45	0.1	source code: 185	0	0
source code: 62	0	0	source code: 124	10	0.1	source code: 186	0	0
source code: 63	0	0	source code: 125	48	0.1	source code: 187	0	0
source code: 64	0	0	source code: 126	43	0.1	source code: 188	0	0
source code: 65	0	0	source code: 127	4	0	source code: 189	0	0
source code: 66	0	0	source code: 128	0	0	source code: 190	0	0
source code: 67	0	0	source code: 129	0	0	source code: 191	0	0
source code: 68	0	0	source code: 130	0	0	source code: 192	0	0
source code: 69	0	0	source code: 131	0	0	source code: 193	0	0
source code: 70	0	0	source code: 132	0	0	source code: 194	0	0

Table VII-8.--Number of changes to item response categories by source code between the preliminary file and the pre-edit file for Public School Teachers Questionnaire (continued)

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 195	0	0 %	source code: 237	0	0 %	source code: 279	0	0 %
source code: 196	0	0	source code: 238	0	0	source code: 280	0	0
source code: 197	0	0	source code: 239	0	0	source code: 281	0	0
source code: 198	0	0	source code: 240	0	0	source code: 282	0	0
source code: 199	0	0	source code: 241	0	0	source code: 283	0	0
source code: 200	0	0	source code: 242	0	0	source code: 284	0	0
source code: 201	0	0	source code: 243	0	0	source code: 285	0	0
source code: 202	0	0	source code: 244	0	0	source code: 286	0	0
source code: 203	0	0	source code: 245	0	0	source code: 287	0	0
source code: 204	0	0	source code: 246	0	0	source code: 288	0	0
source code: 205	0	0	source code: 247	0	0	source code: 289	0	0
source code: 206	0	0	source code: 248	0	0	source code: 290	0	0
source code: 207	0	0	source code: 249	0	0	source code: 291	0	0
source code: 208	0	0	source code: 250	0	0	source code: 292	813	1.7
source code: 209	0	0	source code: 251	0	0	source code: 293	0	0
source code: 210	0	0	source code: 252	0	0	source code: 294	0	0
source code: 211	0	0	source code: 253	0	0	source code: 295	0	0
source code: 212	0	0	source code: 254	0	0	source code: 296	0	0
source code: 213	0	0	source code: 255	0	0	source code: 297	1	0
source code: 214	0	0	source code: 256	0	0	source code: 298	0	0
source code: 215	0	0	source code: 257	0	0	source code: 299	0	0
source code: 216	0	0	source code: 258	0	0	source code: 300	0	0
source code: 217	0	0	source code: 259	0	0	source code: 301	0	0
source code: 218	0	0	source code: 260	0	0	source code: 302	0	0
source code: 219	0	0	source code: 261	0	0	source code: 303	0	0
source code: 220	0	0	source code: 262	0	0	source code: 304	0	0
source code: 221	0	0	source code: 263	0	0	source code: 305	0	0
source code: 222	0	0	source code: 264	0	0	source code: 306	0	0
source code: 223	0	0	source code: 265	0	0	source code: 307	0	0
source code: 224	0	0	source code: 266	0	0	source code: 308	0	0
source code: 225	0	0	source code: 267	0	0	source code: 309	0	0
source code: 226	0	0	source code: 268	0	0	source code: 310	0	0
source code: 227	0	0	source code: 269	0	0	source code: 311	0	0
source code: 228	0	0	source code: 270	0	0	source code: 312	0	0
source code: 229	0	0	source code: 271	0	0	source code: 313	0	0
source code: 230	0	0	source code: 272	0	0	source code: 314	0	0
source code: 231	0	0	source code: 273	0	0	source code: 315	0	0
source code: 232	0	0	source code: 274	0	0	source code: 316	0	0
source code: 233	0	0	source code: 275	0	0	source code: 317	0	0
source code: 234	0	0	source code: 276	0	0	source code: 318	0	0
source code: 235	0	0	source code: 277	0	0	source code: 322	0	0
source code: 236	0	0	source code: 278	0	0			

Total number of interview records (ISR=1): 48,608

Total number of records having one or more changes in response between the prelimary file and the pre-edit file: Number of record = 7,399 Percent = 15.2 %

Table VII–9.––Number of changes to item response categories by source code between the preliminary file and the pre–edit file for Private School Teacher Questionnaire

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 1	0	0 %	source code: 71	0	0 %	source code: 133	0	0 %
source code: 2	0	0	source code: 72	0	0	source code: 134	0	0
source code: 11	155	2.2	source code: 73	0	0	source code: 135	0	0
source code: 12	20	0.3	source code: 74	0	0	source code: 136	0	0
source code: 13	421	6	source code: 75	0	0	source code: 137	0	0
source code: 14	319	4.6	source code: 76	0	0	source code: 138	0	0
source code: 15	0	0	source code: 77	0	0	source code: 139	0	0
source code: 16	0	0	source code: 78	0	0	source code: 140	0	0
source code: 17	103	1.5	source code: 79	0	0	source code: 141	0	0
source code: 18	0	0	source code: 80	0	0	source code: 142	0	0
source code: 19	0	0	source code: 81	0	0	source code: 143	0	0
source code: 20	0	0	source code: 82	0	0	source code: 144	0	0
source code: 21	0	0	source code: 83	0	0	source code: 145	0	0
source code: 22	0	0	source code: 84	0	0	source code: 146	0	0
source code: 23	0	0	source code: 85	0	0	source code: 147	0	0
source code: 24	0	0	source code: 86	0	0	source code: 148	0	0
source code: 25	0	0	source code: 87	0	0	source code: 149	0	0
source code: 26	0	0	source code: 88	0	0	source code: 150	0	0
source code: 27	0	0	source code: 89	0	0	source code: 151	0	0
source code: 28	0	0	source code: 90	0	0	source code: 152	0	0
source code: 29	28	0.4	source code: 91	0	0	source code: 153	0	0
source code: 30	0	0	source code: 92	0	0	source code: 154	0	0
source code: 31	41	0.6	source code: 93	0	0	source code: 155	0	0
source code: 32	13	0.2	source code: 94	0	0	source code: 156	0	0
source code: 33	0	0	source code: 95	0	0	source code: 157	0	0
source code: 34	0	0	source code: 96	0	0	source code: 158	0	0
source code: 35	0	0	source code: 97	0	0	source code: 159	0	0
source code: 36	0	0	source code: 98	0	0	source code: 160	0	0
source code: 37	0	0	source code: 99	0	0	source code: 161	0	0
source code: 38	0	0	source code: 100	0	0	source code: 162	0	0
source code: 39	0	0	source code: 101	66	0.9	source code: 163	0	0
source code: 40	4	0.1	source code: 102	144	2.1	source code: 164	0	0
source code: 41	2	0	source code: 103	112	1.6	source code: 165	0	0
source code: 42	5	0.1	source code: 104	0	0	source code: 166	0	0
source code: 43	1	0	source code: 105	0	0	source code: 167	0	0
source code: 44	0	0	source code: 106	0	0	source code: 168	0	0
source code: 45	2	0	source code: 107	0	0	source code: 169	0	0
source code: 46	0	0	source code: 108	0	0	source code: 170	0	0
source code: 47	1	0	source code: 109	0	0	source code: 171	0	0
source code: 48	72	1	source code: 110	0	0	source code: 172	0	0
source code: 49	5	0.1	source code: 111	0	0	source code: 173	0	0
source code: 50	5	0.1	source code: 112	0	0	source code: 174	0	0
source code: 51	5	0.1	source code: 113	5	0.1	source code: 175	0	0
source code: 52	4	0.1	source code: 114	6	0.1	source code: 176	0	0
source code: 53	4	0.1	source code: 115	7	0.1	source code: 177	0	0
source code: 54	5	0.1	source code: 116	6	0.1	source code: 178	0	0
source code: 55	0	0	source code: 117	8	0.1	source code: 179	0	0
source code: 56	0	0	source code: 118	10	0.1	source code: 180	0	0
source code: 57	0	0	source code: 119	9	0.1	source code: 181	0	0
source code: 58	192	1.9	source code: 120	6	0.1	source code: 182	0	0
source code: 59	0	0	source code: 121	4	0.1	source code: 183	0	0
source code: 60	0	0	source code: 122	6	0.1	source code: 184	0	0
source code: 61	0	0	source code: 123	1	0	source code: 185	0	0
source code: 62	0	0	source code: 124	1	0	source code: 186	0	0
source code: 63	0	0	source code: 125	1	0	source code: 187	0	0
source code: 64	0	0	source code: 126	3	0	source code: 188	0	0
source code: 65	0	0	source code: 127	0	0	source code: 189	0	0
source code: 66	0	0	source code: 128	0	0	source code: 190	0	0
source code: 67	0	0	source code: 129	0	0	source code: 191	0	0
source code: 68	0	0	source code: 130	0	0	source code: 192	0	0
source code: 69	0	0	source code: 131	0	0	source code: 193	0	0
source code: 70	0	0	source code: 132	0	0	source code: 194	0	0

Table VII–9.— –Number of changes to item response categories by source code between the preliminary file and the pre–edit file for Private School Teacher Questionnaire (continued)

Source Code	Counts	Percent	Source Code	Counts	Percent	Source Code	Counts	Percent
source code: 195	0	0 %	source code: 238	0	0 %	source code: 281	0	0 %
source code: 196	0	0	source code: 239	0	0	source code: 282	0	0
source code: 197	0	0	source code: 240	0	0	source code: 283	0	0
source code: 198	0	0	source code: 241	0	0	source code: 284	0	0
source code: 199	0	0	source code: 242	0	0	source code: 285	0	0
source code: 200	0	0	source code: 243	0	0	source code: 286	0	0
source code: 201	0	0	source code: 244	0	0	source code: 287	0	0
source code: 202	0	0	source code: 245	0	0	source code: 288	0	0
source code: 203	0	0	source code: 246	0	0	source code: 289	0	0
source code: 204	0	0	source code: 247	0	0	source code: 290	0	0
source code: 205	0	0	source code: 248	0	0	source code: 291	0	0
source code: 206	0	0	source code: 249	0	0	source code: 292	97	1.4
source code: 207	0	0	source code: 250	0	0	source code: 293	0	0
source code: 208	0	0	source code: 251	0	0	source code: 294	0	0
source code: 209	0	0	source code: 252	0	0	source code: 295	0	0
source code: 210	0	0	source code: 253	0	0	source code: 296	0	0
source code: 211	0	0	source code: 254	0	0	source code: 297	0	0
source code: 212	0	0	source code: 255	0	0	source code: 298	0	0
source code: 213	0	0	source code: 256	0	0	source code: 299	0	0
source code: 214	0	0	source code: 257	0	0	source code: 300	0	0
source code: 215	0	0	source code: 258	0	0	source code: 301	0	0
source code: 216	0	0	source code: 259	0	0	source code: 302	0	0
source code: 217	0	0	source code: 260	0	0	source code: 303	0	0
source code: 218	0	0	source code: 261	0	0	source code: 304	0	0
source code: 219	0	0	source code: 262	0	0	source code: 305	0	0
source code: 220	0	0	source code: 263	0	0	source code: 306	0	0
source code: 221	0	0	source code: 264	0	0	source code: 307	0	0
source code: 222	0	0	source code: 265	0	0	source code: 308	0	0
source code: 223	0	0	source code: 266	0	0	source code: 309	0	0
source code: 224	0	0	source code: 267	0	0	source code: 310	0	0
source code: 225	0	0	source code: 268	0	0	source code: 311	0	0
source code: 226	0	0	source code: 269	0	0	source code: 312	0	0
source code: 227	0	0	source code: 270	0	0	source code: 313	0	0
source code: 228	0	0	source code: 271	0	0	source code: 314	0	0
source code: 229	0	0	source code: 272	0	0	source code: 315	0	0
source code: 230	0	0	source code: 273	0	0	source code: 316	0	0
source code: 231	0	0	source code: 274	0	0	source code: 317	0	0
source code: 232	0	0	source code: 275	0	0	source code: 318	0	0
source code: 233	0	0	source code: 276	0	0	source code: 319	0	0
source code: 234	0	0	source code: 277	0	0	source code: 323	0	0
source code: 235	0	0	source code: 278	0	0			
source code: 236	0	0	source code: 279	0	0			
source code: 237	0	0	source code: 280	0	0			

Total number of interview records (ISR=1): 6,977

Total number of records having one or more changes in response between prelimary file and pre–edit file:
Number of records: 1,213 Percent = 17.4%

D. Computer Edit

After pre-edit corrections were made, each file passed through a computer edit. This edit consisted of (1) a range check where out-of-range entries were blanked, (2) a consistency edit where inconsistent entries were either made consistent or were blanked, and (3) a blanking edit where answers to inappropriate items were blanked and "not answered" (NA) codes were assigned to blank items that should have been answered.

E. Interview Status Edit

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to determine whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. An interview status record (ISR) value was assigned to each case as a result of the edit.

1. Teacher Demand and Shortage Survey

Cases were classified as out-of-scope (ISR=0) if:

- The district no longer existed; or
- The agency named on the questionnaire label was not a school district or other public agency that employed elementary and/or secondary teachers.

Cases were classified as interview (ISR=1) if:

- The agency named on the questionnaire label still existed; and
- It was a school district or other public agency that employed elementary and/or secondary teachers; and
- The number of students in the district was reported for October 1989 or October 1990; and
- The total number of FTE teachers was reported for October 1989 or October 1990, or the number of FTE teachers for grades K-12 was reported for October 1990; and
- There were values for at least 30% of the minimum items that a respondent should fill of the 27 required minimum items.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

2. Public Schools (SASS-3A)

Cases were classified as out-of-scope (ISR=0) if:

- The institution named on the questionnaire label was not a public school; or
- The school named on the label was not in operation during the 1990-91 school year; or
- The school did not serve students in any of the grades 1-12 or comparable ungraded levels.

Cases were classified as interviews (ISR=1) if:

- It was a public school that was in operation during the 1990-91 school year; and
- It served students in one or more of grades 1-12 or comparable ungraded levels; and
- A count of K-12 students was reported for October 1989 or October 1990, or a count of total students (including prekindergarten and postsecondary) was reported for October 1990; and
- The number of teachers in the school was reported; and
- There were values for at least 30% of the minimum items that a respondent should fill of the 25 required minimum items.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

3. Private Schools (SASS-3B)

Cases were classified as out-of-scope (ISR=0) if:

- The institution named on the questionnaire label was not a private school; or
- The school named on the label was not in operation during the 1990-91 school year; or
- It did not serve students in any of grades 1-12 or comparable ungraded levels; or
- It was located in a private home; or

- If the question used to determine whether the school was in a private home was not answered, the number of students was less than 10 or the number of teachers was one.

Cases were classified as interviews (ISR=1) if:

- The conditions for an out-of-scope case were not met; and
- The count of students was reported for October 1989 or October 1990; and
- The count of total teachers in FTEs was reported for October 1989 or October 1990, or the count of K-12 teachers was reported in FTEs or head counts for October 1990; and
- There were values for at least 30% of the minimum items that a respondent should fill of the 40 required minimum items.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

4. Bureau of Indian Affairs Schools (SASS-3C)

Cases were classified as out-of-scope (ISR=0) if:

- The institution named on the questionnaire label was not a school; or
- The school named on the label was not in operation during the 1990-91 school year; or
- The school did not serve students in any of grades 1-12 or comparable ungraded levels.

Cases were classified as interviews (ISR=1) if:

- The conditions for out-of-scope cases were not met; and
- The count of students was reported for October 1989 or October 1990; and
- The count of total teachers in FTEs was reported for October 1989 or October 1990, or the count of K-12 teachers was reported in FTEs or head counts for October 1990; and
- There were values for at least 30% of the minimum items that a respondent should fill.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

5. Public and Private School Administrators (SASS-2A and 2B)

Cases were classified as out-of-scope (ISR=0) if:

- The school named on the questionnaire label was classified as out-of-scope; or
- The school had no principal, headmaster, etc.

Cases were classified as interviews (ISR=1) if:

- The conditions for out-of-scope cases were not met; and
- At least one part of the educational background section had values in range; and
- The number of years as principal of school named on the label was reported; and
- There were values for at least 30% of the minimum items that a respondent should fill of the 9 required minimum items.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

6. Public and Private School Teachers (SASS-4A and 4B)

Cases were classified as out-of-scope (ISR=0) if:

- The school where the teacher was selected for sample was classified as out-of-scope; or
- The person named on the questionnaire label had never worked at the school named on the label; or
- The person's main assignment at the school was not teaching; or
- The teacher no longer worked at the school named on the label (for example, transferred to another school, retired, deceased, left teaching); or
- The person named on the label was a short-term substitute teacher, student teacher, teacher's aide, or administrator.

Cases were classified as interviews (ISR=1) if:

- The conditions for out-of-scope cases were not met; and
- The respondent reported the year that he or she began working as an elementary or secondary teacher; and
- At least one part of the educational background section had values within specified ranges; and
- The teacher's main assignment field was reported; and
- The respondent reported whether or not he or she was certified in his/her main assignment field; and
- At least one grade level of students taught by the respondent was reported; and
- There are values for at least 30% of the minimum items that a respondent should fill.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

F. Post Processing Edit

The initial review of the data tapes for the 1991 Schools and Staffing Survey (SASS) indicated that the estimates of total teachers from the public school file (SASS-3A) were at least 15 percent greater than the state Full-Time Equivelent (FTE) teacher counts reported on the 1991 CCD for nine states: Arkansas, Iowa, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin; in addition, staff review of data from Arizona indicated data problems requiring further review. (See Appendix A for the definition of FTE teachers.)

The SASS school records were examined and two primary causes were found for these overestimates. First, schools did not report data for their school but rather for the entire school district. At times this was due to vague or incorrect school names on the questionnaire label and at times the respondent misunderstood the instructions. The second factor contributing to the overestimates was that school administrators did not define schools in the same way that CCD did. For example, a school with grades K-8 at one address might, in fact, be two CCD schools - an elementary school with grades K-6 and a middle school with grades 7 and 8.

Because of the large differences between SASS and CCD in the nine states, a post-processing edit was implemented to improve SASS state estimates of the number of schools, enrollment, and teachers relative to the CCD. In general, the approach adopted was to edit SASS data to improve their consistency with CCD reported data:

- If certain grade levels were not reported on CCD but were reported in SASS (e.g. CCD reported elementary, middle or secondary when SASS reported K-12, or CCD reported 7-8, 7-9, 9-12, or 10-12 when SASS reported 7-12), the grade levels reported to SASS, but not in agreement with CCD, were deleted from the SASS file.

- The head count of teachers on the SASS school record was edited to be consistent with the adjusted enrollment count (previous bullet) and with the CCD teacher count.

- All entries on the SASS file involving counts of students or teachers were adjusted to be consistent with the adjusted enrollment and total teacher counts.

- In certain cases, records for schools that had been made out-of-scope because the schools had been treated as "merged" were reinstated and data from the "merged" schools were allocated to the individual schools.

- Teacher records for teachers who taught only grades no longer considered part of the sample school (due to the post-processing edit) were reclassified as out-of-scope.

- Records for teachers at schools previously classified as out-of-scope because of mergers were reinstated in the file.

To accomplish this edit, SASS school information was compared to the 1990-91 CCD in a school-to-school match. For approximately 375 schools within the ten states, large differences between the SASS and CCD records were identified. For some schools the number of teachers on the SASS school record was at least 10 percent greater than the number of teachers on the CCD record. Also, differences resulted from one or more of the K-12 grade levels being reported on the SASS record when it was not reported on the CCD record.

Correction sheets were created which displayed the 1990-91 SASS school questionnaire (SASS-3A) entries, the 1990-91 CCD enrollment by grade levels and the teacher counts with space for recording new SASS values. For about 75 schools no changes were made to the SASS data because: 1) there was only one grade level difference between SASS and CCD; 2) the CCD information appeared to be incorrect (e.g., zero for enrollment or teacher count, grades 1 and 6 but not 2-5, etc.); or 3) the enrollment counts for CCD and SASS were very similar but the grade levels were different (e.g., SASS reported grades K-6 and CCD reported that all students were ungraded).

For approximately 300 SASS school (SASS-3A) records, the SASS information was edited for consistency with CCD. This was done when the CCD data appeared to be correct, when the SASS record included two or more grade levels not reported on CCD, and when there was a significant difference between the SASS and CCD enrollment values.

One SASS school record was reclassified as out-of-scope because the data were reported for a district rather than a school. Another record was reclassified as a noninterview because it appeared that information had been provided for the wrong school.

In 20 cases, there were two schools located in the same building and both schools were selected for the SASS sample. Rather than completing each questionnaire, the schools were combined and only one questionnaire was returned. Phone calls were made to the schools and correct data were obtained. Thus, each record was reclassified from non-interview to interview status.

After the edits were implemented, the school files for each of the ten states were reprocessed through the edits, ISR, imputation, final edits, and weighting. Some quality control checks were done on the new state files and new weighted estimates of students and teachers for each state were computed.

The quality control checks and the new state enrollment and teacher estimates suggested that some reporting errors remained. For some schools, the respondents had reported students and grade levels for the school (or part of a school) named on the questionnaire label but had reported teachers for a larger entity (e.g., all of grades 7-12 instead of only grades 7 and 8).

After another round of edits, some differences still remain (see Table VII-10). Some of these differences are probably due to response errors in SASS overlooked during the correction process and some are due to possible errors on the CCD. For example, for South Dakota, there are 65 schools where the 1991 CCD has teacher counts with values of zero or missing; for Oklahoma, there are 28 schools where the CCD student/teacher ratio is greater than 30 to 1, and 9 where the ratio is greater than 100 to 1. When CCD and SASS state aggregates were compared, unexplained differences remained.

Because changes were made to some school records, teacher records (in the SASS public school teacher file; SASS-4A) associated with those schools also needed to be edited. After inconsistent grade levels were deleted from the SASS school records in the ten states, teacher records for teachers who taught only grades outside the new grade level range for the school were reclassified as out-of-scope.

Records for teachers associated with schools reclassified from out-of-scope to interview were also reclassified if they taught one or more grades now considered part of the school or if there was insufficient information to determine grades taught. These teacher records were reclassified as interviews if there were enough data to meet the requirements for an interview in the ISR edit; if there were not enough data, they become noninterviews.

The ten states were reweighted and the new state estimates of teachers were produced from the file. SASS estimates for the teacher file were still higher than CCD for some states (see Table VII-11).

Similar estimation problems occurred in the 1987-88 SASS; however, there were some differences:

1. In 1987-88, the overestimates of students were worse than those for teachers, while the reverse was true in 1991;

2. Teacher overestimates were high for both the 1987-88 and the 1990-91 SASS, however, they tended to be higher in 1987-88. In 1987-88, the highest overestimates were for Montana (33%) and Iowa (26%). In 1991 they were highest for South Dakota (32%) and Wisconsin (17%).

Because of the overestimates of students and teachers in the 1987-88 SASS, similar problems were anticipated in the 1990-91 SASS. To remedy the problem, instructions were added to the 1990-91 school questionnaires (SASS-3A) for respondents to report data only for the school named on the questionnaire label.

Also, the expected number of students and teachers for each school was displayed on the front of the school's questionnaire. For cases showing a difference of 50 percent or more, follow-up phone calls were made to obtain either correct data or an explanation for the difference. More information on these procedures can be found in the Editing Procedures chapter (Chapter VII) of the Users Manual. The methods implemented to improve the 1990-91 SASS estimates were not totally successful. Had they been, there would have been no need for the post processing edit. Reporting problems at the school level continued. When these problems were observed in early 1992, questionnaire research was initiated by the Census Bureau's Center for Survey Methods Research in an effort to improve the 1993-94 SASS questionnaires. Recommendations based on more recent research are proposed by Jenkins (1992)[6] and Jenkins, Ciochetto, and Davis (1992).[7] Additional research to improve reporting on all SASS questionnaires is ongoing.

G. Race/ethnicity Edit

Following the initial published release of *Schools and Staffing in the United States: Selected Data for Public and Private Schools*, 1990-91, E.D. TABS, NCES 93-453 and *Schools and Staffing in the United States: A Statistical Profile, 1990-91*, NCES 93-146, an error in the distribution of the race/ethnicity items on the public school file for students and teachers was detected during an analytic investigation. Large discrepancies in Indian student counts for some sample schools between the frame (1988-89 Common Core of Data) and SASS were discovered. These discrepancies occurred in the reported data, and appeared to be due to respondent error in reading the categories, so that **all** students were reported in the first category, "American Indian or Alaskan Native." Tables that are affected by this problem in the *Profile* (none occur in the E.D. TABS) are Tables 2.3, 3.6, Appendix Tables A3, and A13. Those tables will be reissued.

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[6] Jenkins, C. "Questionnaire Research in the Schools and Staffing Survey: A Cognitive Approach", *1992 Proceedings of the Section on Survey Research Methods*, American Statistical Association, Alexandria, VA, pages 434-439.

[7] Jenkins, C., S. Ciochetto, and W. Davis. "Recommendation for Changes to the Public School 1991-92 Field Test Questionnaire for the Schools and Staffing Survey (SASS-3A) Based on Cognitive Interviews". Internal memorandum available from the U.S. Department of Commerce, Bureau of the Census. (Washington, D.C.: September 24, 1992).

The errors were isolated by setting up the following conditions: the SASS Indian students must be greater than or equal to 20 percent of the total student enrollment, and the number of Indian students reported on CCD must be 80 percent or less of the SASS number of Indian students. In some cases, respondents reported all students in the American Indian category, and again in White. Adjustment by imputation reduced the counts by half the total in each category, compounding the original reporting error. Each school's record meeting those conditions was examined, and out of 204 schools that met the criteria, 32 were concluded to contain a misreporting error in the student race/ethnicity items.

The same criteria were tested on the race/ethnicity counts for teachers, and a total of 152 schools met them. Out of the 152 schools, 44 were deemed to have a misreporting problem in the teacher's race/ethnicity counts. The records of all problem student and teacher counts were adjusted, using the district record (SASS 1A)'s race/ethnicity counts as a comparison. For example, if the district reported all students and teachers as "White, non-Hispanic," then the school's count for "American Indian or Alaskan Native" students and teachers was shifted over to "White, non-Hispanic."

The overall effect to the student and teacher race/ethnicity percentage distribution as found on the **public school file** is summarized in the following tables:

Student Race/ethnicity percentage distribution (weighted)

	Total	Indian	Asian	Hispanic	Black	White
Before edit	100.0	1.3	2.9	11.1	16.1	68.6
After edit	100.0	1.1	2.9	11.1	16.2	68.8

Teacher Race/ethnicity percentage distribution (weighted)

	Total	Indian	Asian	Hispanic	Black	White
Before edit	100.0	0.7	1.0	3.1	9.1	85.5
After edit	100.0	0.4	1.0	3.1	9.2	85.8

where Indian is American Indian or Alaskan Native, Asian is Asian or Pacific Islander, Hispanic may be of any race, and Black and White are non-Hispanic.

There were a total of 17 states affected by these changes to the student race/ethnicity percentage distribution, while the number of states affected by the changes in the distribution of teachers' race/ethnicity could not be determined, as those data had not been tabulated prior to the occurrence of the problem. In those 17 states, the change in the total of Indian students caused the percentage distribution of race/ethnicity within a given state to differ by at least one-tenth of a percentage point or more. The denominator used above in calculating the percentage distribution of students' race/ethnicity is the sum of all the student counts by race/ethnicity, rather than the total number of students summed by grade. The number of students summed across race/ethnicity categories does not equal the sum of students by grade, because the race/ethnicity items ask for counts of K-12 students only, which excludes the ungraded students.

Table VII-10.--Estimated number of schools by state compared with 1990-91 Common Core of Data after post processing edit

	1990-91 CCD Schools	1990-91 SASS Schools	SASS as a percent of CCD
50 States and D.C.	81,618	79,885	97.9%
Alabama	1,277	1,243	97.4%
Alaska	450	425	94.5%
Arizona	929	992	106.8%
Arkansas	1,088	1,074	98.7%
California	7,253	7,193	99.2%
Colorado	1,330	1,304	98.0%
Connecticut	960	933	97.1%
Delaware	161	161	100.3%
District of Columbia	185	170	91.8%
Florida	2,307	2,269	98.3%
Georgia	1,724	1,650	95.7%
Hawaii	231	231	100.0%
Idaho	558	545	97.7%
Illinois	4,099	3,949	96.3%
Indiana	1,917	1,856	96.8%
Iowa	1,608	1,530	95.1%
Kansas	1,454	1,442	99.2%
Kentucky	1,387	1,323	95.4%
Louisiana	1,564	1,449	92.6%
Maine	743	738	99.3%
Maryland	1,180	1,128	95.6%
Massachusetts	1,790	1,775	99.2%
Michigan	3,216	3,110	96.7%
Minnesota	1,527	1,434	93.9%
Mississippi	950	913	96.1%
Missouri	2,127	2,063	97.0%
Montana	753	739	98.1%
Nebraska	1,489	1,455	97.7%
Nevada	296	313	105.7%
New Hampshire	433	417	96.3%
New Jersey	2,237	2,224	99.4%
New Mexico	649	626	96.4%
New York	3,918	3,889	99.3%
North Carolina	1,905	1,917	100.6%
North Dakota	635	647	102.0%

Table VII-10.--Estimated number of schools by state compared with 1990-91 Common Core of Data after post processing edit (continued)

	1990-91 CCD Schools	1990-91 SASS Schools	SASS as a percent of CCD
Ohio	3,730	3,623	97.1%
Oklahoma	1,511	1,730	114.5%
Oregon	1,198	1,164	97.1%
Pennsylvania	3,267	3,205	98.1%
Rhode Island	297	294	99.0%
South Carolina	1,096	1,085	99.0%
South Dakota	787	732	93.0%
Tennessee	1,556	1,485	95.4%
Texas	5,796	5,651	97.5%
Utah	711	718	100.9%
Vermont	331	331	100.0%
Virginia	1,765	1,737	98.4%
Washington	1,826	1,772	97.1%
West Virginia	1,036	1,007	97.2%
Wisconsin	1,974	1,848	93.6%
Wyoming	407	376	92.3%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91 (School Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public School Universe, 1990-91.

Table VII-11.--Estimated number of teacher (FTEs) by state compared with 1990-91 Common Core of Data after post processing edit

State	1990-91 CCD FTEs	1990-91 SASS FTEs*	SASS as a percent of CCD
50 States and D.C.	2,397,351	2,464,510	102.80%
Alabama	36,266	40,862	112.67%
Alaska	6,710	6,727	100.25%
Arizona	32,987	31,845	96.54%
Arkansas	25,984	27,662	106.46%
California	217,228	208,543	96.00%
Colorado	32,342	34,615	107.03%
Connecticut	34,549	34,808	100.75%
Delaware	5,961	5,937	99.60%
District of Columbia	5,950	5,899	99.14%
Florida	108,088	106,483	98.52%
Georgia	63,058	66,390	105.28%
Hawaii	9,083	10,256	112.91%
Idaho	11,254	11,439	101.64%
Illinois	108,775	119,400	109.77%
Indiana	54,509	55,840	102.44%
Iowa	31,045	34,889	112.38%
Kansas	29,140	32,117	110.22%
Kentucky	36,777	37,818	102.83%
Louisiana	45,704	ERR	
Maine	15,513	15,814	101.94%
Maryland	42,562	39,536	92.89%
Massachusetts	54,003	60,289	111.64%
Michigan	80,008	79,219	99.01%
Minnesota	43,753	45,797	104.67%
Mississippi	28,062	29,070	103.59%
Missouri	52,304	54,494	104.19%
Montana	9,613	11,004	114.47%
Nebraska	18,764	19,160	102.11%
Nevada	10,373	10,408	100.34%
New Hampshire	10,637	10,928	102.74%
New Jersey	79,886	90,556	113.36%
New Mexico	16,703	18,115	108.45%
New York	176,390	169,724	96.22%
North Carolina	64,283	68,037	105.84%
North Dakota	7,591	8,211	108.17%

Table VII-11.-- Estimated number of teacher (FTEs) by state compared with 1990-91 Common Core of Data after post processing edit (continued)

State	1990-91 CCD FTEs	1990-91 SASS FTEs*	SASS as a percent of CCD
Ohio	102,714	104,324	101.57%
Oklahoma	37,221	38,921	104.57%
Oregon	26,163	26,262	100.38%
Pennsylvania	100,275	110,400	110.10%
Rhode Island	9,522	10,595	111.27%
South Carolina	36,963	39,178	105.99%
South Dakota	8,511	11,212	131.74%
Tennessee	43,051	44,183	102.63%
Texas	219,298	212,475	96.89%
Utah	17,884	18,691	104.51%
Vermont	7,257	6,890	94.94%
Virginia	63,638	60,933	95.75%
Washington	41,764	45,161	108.13%
West Virginia	21,476	22,538	104.95%
Wisconsin	49,302	57,726	117.09%
Wyoming	6,784	7,425	109.45%

*The SASS FTE calculation is an approximate estimate based upon the full-time to part-time status of each teacher.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public School Universe, 1990-91.

Table VII-12.--Comparison of 1990-91 Schools and Staffing Survey and 1990-91 Common Core of Data enrollment

State	CCD students	SASS students	SASS as a percent of CCD
50 States and D.C.	41,223,804	40,092,285	97.3%
Alabama	721,806	688,940	95.4%
Alaska	113,874	109,098	95.8%
Arizona	639,853	590,352	92.3%
Arkansas	436,286	415,936	95.3%
California	4,950,474	4,795,800	96.9%
Colorado	574,213	575,790	100.3%
Connecticut	469,123	453,562	96.7%
Delaware	99,658	96,375	96.7%
District of Columbia	80,694	78,323	97.1%
Florida	1,861,592	1,766,890	94.9%
Georgia	1,151,687	1,102,591	95.7%
Hawaii	171,708	176,123	102.6%
Idaho	220,840	215,650	97.6%
Illinois	1,821,407	1,804,145	99.1%
Indiana	954,581	894,518	93.7%
Iowa	483,652	478,941	99.0%
Kansas	437,034	453,170	103.7%
Kentucky	636,401	617,621	97.0%
Louisiana	784,757	736,937	93.9%
Maine	215,149	218,593	101.6%
Maryland	715,176	675,491	94.5%
Massachusetts	834,314	809,336	97.0%
Michigan	1,581,925	1,418,907	89.7%
Minnesota	756,374	719,581	95.1%
Mississippi	502,417	506,406	100.8%
Missouri	812,234	818,791	100.7%
Montana	152,974	157,530	103.0%
Nebraska	274,081	259,974	94.9%
Nevada	201,316	197,376	98.0%
New Hampshire	172,785	147,023	85.1%
New Jersey	1,089,646	1,112,616	102.1%
New Mexico	301,881	292,482	96.9%
New York	2,598,337	2,384,600	91.8%
North Carolina	1,086,871	1,069,590	98.4%
North Dakota	117,823	118,755	100.8%

Table VII-12.--Comparison of 1990-91 Schools and Staffing Survey and 1990-91 Common Core of Data enrollment (continued)

State	CCD students	SASS students	SASS as a percent of CCD
Ohio	1,771,516	1,716,955	96.9%
Oklahoma	579,087	574,517	99.2%
Oregon	484,652	459,095	94.7%
Pennsylvania	1,667,834	1,721,896	103.2%
Rhode Island	138,813	147,993	106.6%
South Carolina	622,112	649,513	104.4%
South Dakota	129,164	148,722	115.1%
Tennessee	824,595	789,303	95.7%
Texas	3,382,887	3,323,322	98.2%
Utah	447,891	438,732	98.0%
Vermont	95,762	90,632	94.6%
Virginia	998,601	942,699	94.4%
Washington	839,709	897,858	106.9%
West Virginia	322,389	336,573	104.4%
Wisconsin	797,621	795,561	99.7%
Wyoming	98,226	101,704	103.5%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Public School Universe, 1990-91.

VIII. Imputation Procedures

VIII. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the Schools and Staffing Survey (for example, using data from a school record to impute missing values on that school's district questionnaire), (3) extracting data from the sample file (information about the sample case from other sources; for example, the Private School Survey, collected in the 1989-90 school year or the Common Core of Data, collected in the 1988-89 school year), and (4) extracting data from a respondent with similar characteristics.

For some incomplete items, the entry from another part of the questionnaire or information from the sample file was directly imputed to complete the item; for others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school offered remedial reading in item 10c of the public school questionnaire, the response (1 = Yes or 2 = No) for a similar school was imputed to item 10c of the incomplete record. However, if a respondent had answered "Yes" to item 10c but had not reported the number of students in the program, the ratio of number of students in remedial reading to the total enrollment for a similar school was used with the enrollment at the school for which item 10c was incomplete to impute an entry to item 10c (i.e., SCHOOL A item 10c = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 10c to SCHOOL B ENROLLMENT).

Values were imputed to items with missing data for records that had been classified as interviews (ISR=1). Noninterview adjustment factors were used during the data weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2).

A. Teacher Demand and Shortage Survey (SASS-1A)

Data were imputed to items with missing values in two stages.

1. First Stage

In the first stage, information about the same district but from other sources (other questionnaire items on the same record, records for schools in the district, and the Common Core of Data) was used.

If the district with missing data had only one school in its jurisdiction and data for that school was collected in the 1990-91 SASS, information from the school record was used to fill items with missing values on the district record whenever possible. For one-school districts, these items were imputed with school data when available:

Teacher Demand and Shortage (SASS-1A) Items	Public School (SASS-3A) Source item
1a-g ("This year's enrollment" column)	17
9c	31e (if values equal 0)
28	9
29	25

For districts with missing values that could not be imputed with school data, the next step was to use data from other items on the district's record. For example, if a district reported the 1990 enrollment (in column labeled "This year's enrollment") by the requested instructional levels but reported only the total enrollment for 1989 (column labeled "Last year's enrollment"), the 1989 total enrollment was allocated to the instructional levels by using the same proportions as 1990; e.g., 1989 ungraded enrollment equals 1989 total enrollment multiplied by the ratio of 1990 ungraded enrollment to 1990 total enrollment.

Items in Figure VIII-1 (Note: All figures are located at the end of this section.) were imputed using ratios or proportions from other items on the record for the same district.

If the district's total enrollment for 1989 was not reported in item 1 (total for "Last year's enrollment" column), the total enrollment reported for the 1988-89 Common Core of Data was extracted from the district's sample data and imputed to item 1.

2. Second Stage

For items that still had missing values after stage 1 of the imputation was completed, a hot deck method was used (Figure VIII-2)[8]. Variables (SASS-1A imputation variables) which described certain characteristics of the districts (e.g., size, instructional levels, percent minority students, etc.) were created and used to sort the file and to match incomplete records to those with complete entries (donors).

During the second stage of imputation, items on the SASS-1A questionnaire were grouped according to the relevance of the SASS-1A imputation variables to the data collected by the item. For example, LEALEVEL was the most important variable for matching incomplete records and donors to fill item 1 (students by grade level) but LEALEVEL was not used to match districts to impute item 18 (merit pay plan).

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[8] Kalton, G. and Kasprzyk D. (1982), "Imputing for Missing Survey Responses," *Proceedings of the Section on Survey Research Methods*, American Statistical Association, 22-31; Kalton, G. *Compensating for Missing Survey Data.* Ann Arbor: Survey Research Center, University of Michigan, 1983; Kalton, G. and Kasprzyk, D. (1986), "The Treatment of Missing Survey Data," *Survey Methodology*, Vol. 12, No. 1, pp. 1-16; Little, R. J. A. and Rubin, D. B. (1987), *Statistical Analysis with Missing Data*, John Wiley and Sons; Madow, W. G., Olkin, I., and Rubin, D. B. (eds.) 1983, *Incomplete Data in Sample Surveys*, Vols. 1, 2, and 3, New York, Academic Press.

Figure VIII-3 lists the groups of items, the order in which records were sorted, and the matching variables.

Items 1-6, 9-12, and 27 - The records were sorted by GROUP/STATE/ LEALEVEL/MSC88/LEAENR. The matching variables and their order of collapse are given in Figure VIII-3.

Items 7, 8, 13-26, 28, 29 - The records were sorted by GROUP/STATE/ MSC88/LEAENR. The matching variables and their order of collapse are given in Figure VIII-4.

B. Public and Private School Administrators (SASS-2A and 2B)

Data were imputed in two stages:

1. First Stage

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (e.g., not answering means "No" or "None"). Values were imputed to the following items during the first stage: 1, 2a 2d, 3a, 4a, 5a, 5b, 8b, 9b-9e, and 19a.

Also during the first stage, imputation variables (SASS-2A/2B imputation variables) (Figure VIII-5) were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage

During the second stage of imputation, the SASS-2A/2B imputation variables listed in Figure VIII-5 were used to sort the administrator records and to match incomplete records to records with complete data (donors).

Public school administrators - The records were sorted by STATE/ GRDLEVEL/PUBURB/LEANUMBR (a code on the sample file record which identified the LEA with jurisdiction over the administrator's school)/MINEN/ PUBENR. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-6. Items are listed in the order of imputation.

Private school administrators - The records were sorted by AFFLG/AFFILS/ GRDLEVEL/PRVURB/MINEN/PRVENR. The matching variables and their order of collapse are given in Figure VIII-7. Items are listed in the order of their imputation.

C. Public Schools (SASS-3A)

Data were imputed to items with missing values in two stages.

1. First Stage

In the first stage, information about the same school but from other sources (other questionnaire items on the same record, the record for the LEA with jurisdiction over the school, and the Common Core of Data) was used.

Values for a few items with missing values were imputed by using data for the LEA (SASS-1A) with jurisdiction over the school; for example, if the school did not report whether or not they had postsecondary students but the LEA record indicated there were no postsecondary students in the district, then entries were imputed to item 17 to indicate that there were no postsecondary students in the school.

For schools in one-school LEAs, more data were extracted from the LEA record to impute values to the school record.

In Figure VIII-8, SASS-3A items were imputed by using data from SASS-1A records:

During the first stage, items with missing values were also filled by using information from other items. These items were imputed by this method: 3, 10c (yes/no), 11a, 12a, 13, 14a, 15a, 16a, 21, 33a.

If an item could not be filled by using LEA data or data from other items on the school record, information from the 1988-89 Common Core of Data (included in the school's sample file record) was used whenever possible. These items were filled by using the CCD data in the sample file: 1b, 2, 3, 4, 9a-9e, 15, 17, 23a.

2. Second Stage

For items that still had missing values after the first stage of imputation, a hot deck imputation method was used. Variables (SASS-3A imputation variables) (Figure VIII-9) that described certain characteristics of the school (e.g., size, urbanicity, instructional level, etc.) were created and used to sort the records and to match incomplete records to those with complete data (donors).

During the second stage of imputation, items on the SASS-3A questionnaire were grouped according to the relevance of the SASS-3A imputation variables to the data collected by the item. For example, TYPE was used for matching incomplete records and donors to fill item 10 (school programs and services) but was not used for item 8 (number of students absent).

Figure VIII-10 provides the groups of items, the order in which records were sorted, and the matching variables. Items are listed in the order in which they were imputed.

Items 17, 1, 4, 6, 7, 10-13, 16, and 18-23 - The records were sorted by STATE/GRDLEVEL/TYPE/MEAS (the square root of the number of teachers reported in the CCD). The matching variables and their order of collapse are given in Figure VIII-10.

Items 8, 9, 14-15, 25, 26 - The records were sorted by STATE/GRDLEVEL/MINEN/PUBURB/CNTY (the county where the school is located)/MEAS. The matching variables and their order of collapse are given in Figure VIII-11.

Items 24, 27-35 - The records were sorted by STATE/TYPE/GRDLEVEL/PUBURB/CNTY/MEAS. The matching variables and their order of collapse are given in Figure VIII-12.

D. Private Schools (SASS-3B)

Data were imputed to items with missing values in two stages.

1. First stage

In the first stage of imputation, values for missing items were imputed by using other information on the questionnaire and information collected for the sample school in the 1989-90 Private School Survey.

These items were filled by using information from other questionnaire items: 14, 16, 17, 20, 24, 27, 32a, 33, 34, 35, 41a.

If an item could not be filled by using data from other questionnaire items, information from the 1989-90 Private School Survey or other sources that was included in the sample file record (or added to the school record) was used whenever possible. These items were filled by using PSS or sample file information: 2, 4, 12a-12d, 13, 14, 16a, 26a, 27.

2. Second stage

For items that still had missing values after the first stage of imputation, a hot deck imputation method was used. Variables (SASS-3B imputation variables) (Figure VIII-13) that described certain characteristics of the schools (e.g., size, urbanicity, instructional level, etc.) were created and used to sort the records and to match incomplete to those with complete data (donors).

During the second stage of imputation, items on the SASS-3B questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item. For example, urbanicity (PRVURB) was used for matching incomplete records and donors to fill item 7 (students by racial categories) but was not used for item 32 (number of newly hired teachers in FTEs). Figure VIII-14 provides the groups of items, the order in which records were sorted, and the matching variables. Items are listed in the order in which they were imputed.

Items 2, 27, 28, 1, 5, 15, 16, 21-26, 36, 39, 43, 44, 35, 41, 42, and 32 - The records were sorted by GRDLEVEL/AFFILG/AFFILS/TYPE/HIGHGRADE/MEAS (the square root of the number of teachers reported in the 1989 Private Schools Survey). The matching variables and their order of collapse are given in Figure VIII-14.

Items 3, 6, 10, 12b, 13, 19, 20, 45-48, 58 - The records were sorted by AFFLG/AFFILS/AFFILR/TYPE/PRVURB/REGION/STATE/MEAS. The matching variables and their order of collapse are given in Figure VIII-15.

Items 4, 7, 9, 11, 29, 30, 33, 37, 38, 49-57 - The records were sorted by AFFLG/AFFILS/PRVURB/MINEN/REGION/MEAS. The matching variables and their order of collapse are given in Figure VIII-16.

Items 8, 17, 34, 40 -- The records were sorted by AFFLG/AFFILS/GRDLEVEL/HIGHGRADE/MEAS. The matching variables and their order of collapse are given in Figure VIII-17.

E. Bureau of Indian Affairs Schools (SASS-3C)

Because there were only 97 Indian school records and the item response rates were very high for all items, the imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the Bureau of Indian Affairs), state, and size so that records for similar schools were close together. The actual questionnaires were also reviewed for notes and other entries which were useful in deciding the entries to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for a similar school were used.

F. Public and Private School Teachers (SASS-4A and 4B)

Data were imputed in two stages:

1. First stage

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (i.e., not answering a question implies a "No" response).

Values were imputed to these items during the first stage if enough information were available: 3c, 6, 10, 11, 15, 16, 17, 18b, (Yes/No), 19b, 20b, 23, 27, 31b, 32, 34b, 45, 46, 50.

To impute missing values for item 32c, the average was calculated for the number of times per week (item 32c) for each subject-grade level combination (items 32b and 32d) on the file, and these averages were used to impute item 32c.

Also, during the first stage imputation variables were created from questionnaire data or copied from the matching school record. These variables (SASS-4A/4B imputation variables) were used during the second stage of imputation. They are given in Figure VIII-18.

2. Second stage

During the second stage, a hot deck method of imputation was used to fill items that still had missing values. The variables listed in Figure VIII-18 (except REGION) were used to sort the teacher records and to match incomplete records to records with complete data (donors).

Items on the teacher questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item.

Public school teachers - Figure VIII-19 lists the groups of items, the order in which records were sorted, and the matching variables.

Items 1-31, 33-56. - The records were sorted by STGROUP/ STATE/ TEALEVEL/GRADELEV/PUBURB/TEAFIELD/PUBENR. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-19. Items are listed in the order in which they were imputed.

Private school teachers - Figure VIII-20 lists the groups of items, the order in which records were sorted, and the matching variables.

Items 1-31, 33-56. - The records were sorted by AFFLG/AFFILS/ TEALEVEL/GRADELEV/PRVURB/TEAFIELD/PRVENR. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-20. Items are listed in the order in which they were imputed.

G. Imputation Flags

Data items for all questionnaires were imputed, except for items with "mark all that apply" categories. The imputed values can be detected by checking the value of the imputation flag (variables beginning with F_) - if the imputation flag is set at 0, the data value is as reported; if the flag is set at 1, the value has been imputed. In items which may not apply to a particular record, the imputation flag will always be set to 0, and the data item would not be reported (i.e., its value is missing).

In some cases, such as race/ethnicity of students in the Public School and Private School Questionnaires, the total reported for all races did not agree with the total for all grades. The race/ethnicity values were ratio-adjusted until the total for the school matched the enrollment by grade total. Thus, all of the races reported in that school would be marked as "imputed," although the actual values were only slightly adjusted.

Figure VIII-1.--Teacher Demand and Shortage (SASS-1A) items imputed using other data on the Teacher Demand and Shortage record

Imputed item	Source items
1a-g (This year's enrollment)	1a-g (Proportions from last year's enrollment); or 2a-g (Proportions from this year's FTE teachers); or 2a-g (Proportions from last year's FTE teachers or Last year's student/teacher ratios)
1a-g (Last year's enrollment)	1a-g (Proportions from this year's enrollment); or 2a-g (Proportions from last year's FTE teachers); or 2a-g (Proportions from this year's FTE teachers); or This year's student/teacher ratios
2a-g (This year's FTE teachers)	2a-g (Proportions from last year's FTE teachers); or 1a-g (Proportions from this year's enrollment); or 1a-g (Proportions from last year's enrollment); or Last year's student/teacher ratios
2a-g (Last year's FTE teachers)	2a-g (Proportions from this year's FTE teachers); or 1a-g (Proportions from last year's enrollment); or 1a-g (Proportions from this year's enrollment); or This year's student/teacher ratios.

Figure VIII-2.–Teacher Demand and Shortage (SASS-1A) imputation variables

Variable name	Description	Values
LEAENR	Number of students in LEA	0 - 990,000
SIZE	Number of students by categories	1 = None 2 = 1-999 3 = 1,000-9,999 4 = 10,000-990,000 5 = Unknown
LEALEVEL	Instructional levels in LEA	1 = Elementary only 2 = Combined, mostly elementary 3 = Combined, comparable elementary and secondary students counts 4 = Combined, mostly secondary 5 = Secondary only 6 = Ungraded
MSC88	Urbanicity (as reported on the 1988 Common Core of Data)	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of large city 4 = Urban fringe of medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown
GROUP[*]	Groups of states with similar LEAs	1 = Connecticut, Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon

[*] The variable GROUP was created because some states (e.g., Hawaii, District of Columbia, Delaware) have few LEAs; combining states made more records of LEAs with similar characteristics available as donor sources.

Figure VIII-3.--Teacher Demand and Shortage (SASS-1A) matching variables and collapse order

Items	Matching variables	Order of collapse
1-6, 9-12	GROUP, LEALEVEL, MSC88, SIZE	SIZE, MSC88
27	GROUP, LEALEVEL, STATE, MSC88	MSC88, STATE, LEALEVEL

Figure VIII-4.--Teacher Demand and Shortage (SASS-1A) matching variables and collapse order

Items	Matching variables	Order of collapse
7, 8	GROUP, MSC88, SIZE	SIZE, MSC88
13-17	GROUP, STATE, MSC88, SIZE	SIZE. MSC88, STATE
18-22	GROUP, MSC88, SIZE	SIZE, MSC88
23-26	GROUP, STATE, MSC88, SIZE	SIZE, MSC88, STATE
28, 29	GROUP, MSC88, SIZE	SIZE, MSC88

Figure VIII-5.--School Administrator (SASS-2A/2B) imputation variables

Variable name	Description	Values
GRDLEVEL	Instructional level of school	1 = Elementary 2 = Combined 3 = Secondary 4 = Not known
COMBSTU	For principals of combined schools, whether school is predominantly elementary or secondary	1 = Elementary 3 = Secondary
PUBURB (SASS-2A only)	Urbanicity of community where public school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of SMSA 4 = Urban fringe of medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Not known
PRVURB (SASS-2B only)	Urbanicity of community where private school is located	1 = Urban 2 = Suburban 3 = Rural 4 = Not known
MINEN	Schools' percent minority enrollment	1 = 0-5% 2 = 6-20% 3 = 21-50% 5 = 51-100% 4 = Not known
PUBENR (SASS-2A only)	Public school enrollment size code	1 = 1-299 2 = 300-599 3 = 600-9,000 4 = Not known
PRVENR (SASS-2B only)	Private school enrollment size code	1 = 1-149 2 = 150-399 3 = 400-5,000 4 = Not known

Figure VIII-5.--School Administrator (SASS-2A/2B) imputation variables (continued)

Variable name	Description	Values
AFFILS (SASS-2B only)	Schools' religious affiliation and/or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation or orientation not included in categories 1-5 7 = Religious schools, unknown affiliation/ association 8 = Secular school - regular program 9 = Secular school - special program, vocational or alternative 10 = Secular school - special education 11 = Secular school - unknown program 12 = Unclassified
AFFLG (SASS-2B only)	General affiliation code	1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unclassified
PRVANNSAL (SASS-2B only)	Private school principal's annual salary	1 = 0-12,999 2 = 13,000-17,999 3 = 18,000-21,999 4 = 22,000-28,999 5 = 29,000-32,999 6 = 33,000+ 7 = Not reported
PUBANNSAL (SASS-2A only)	Public school principal's annual salary	1 = 0-35,299 2 = 35,300-38,599 3 = 38,600-41,999 4 = 42,000-46,999 5 = 47,000-53,799
ANNSAL (SASS-2B only)	Principal's annual salary	6 = 53,800+ 7 = Not reported
HIGHDEG	Highest degree received by respondent	1 = No degree reported 2 = Bachelor's 3 = Master's or higher
AGE	Age of respondent	1 = 21-29 2 = 30-45 3 = 45-60 4 = 61-90 5 = Not reported

Figure VIII-5.--School Administrator (SASS-2A/2B) imputation variables (continued)

Variable name	Description	Values
YRPRINSC	Years as principal of this school	1 = 0-3 2 = 4-15 3 = 16-30 4 = 31-70
YEARPRIN	Years as principal in all schools	1 = 0-3 2 = 4-15 3 = 16-30 4 = 31+

Figure VIII-6.--Public School Administrator (SASS-2A) matching variables and collapse order

Items	Matching variables	Order of collapse
5a and 5b, where respondent's age was known	STATE, GRDLEVEL, HIGHDEG, AGE	AGE, HIGHDEG, GRDLEVEL
5a and b, where respondent's age was not known	STATE, GRDLEVEL, YEARPRIN	YEARPRIN, HIGHDEG, GRDLEVEL
4b	STATE, GRDLEVEL, YEARPRIN	YEARPRIN, GRDLEVEL
2b, 2e, 3b, 4c, 6	STATE, GRDLEVEL, PUBURB	PUBURB, GRDLEVEL
7, 8, 10	STATE, GRDLEVEL, HIGHDEG, AGE	AGE, HIGHDEG, GRDLEVEL
11	STATE, GRDLEVEL, AGE, PUBURB	PUBURB, AGE, GRDLEVEL
18	STATE, GRDLEVEL, PUBURB, AGE	AGE, PUBURB, GRDLEVEL
19, 20	STATE, GRDLEVEL, PUBURB, MINEN	MINEN, PUBURB, GRDLEVEL
14-17	STATE, GRDLEVEL, PUBURB, YRPRINSC	YRPRINSC, PUBURB
13	STATE, GRDLEVEL, PUBURB, YRPRINSC	YRPRINSC, PUBURB, GRDLEVEL
12a,b (if salary was not known)	STATE, GRDLEVEL, PUBURB, HIGHDEG, YEARPRIN	YEARPRIN, HIGHDEG, PUBURB, GRDLEVEL
12b (if salary was known)	STATE, GRDLEVEL, PUBURB, PUBANNSAL	PUBANNSAL, GRDLEVEL

Figure VIII-7.--Private School Administrator (SASS-2B) matching variables and collapse order

Items	Matching variables	Order of collapse
5a and 5b, where respondent's age was known	AFFILS, GRDLEVEL, HIGHDEG, AGE	AGE, HIGHDEG, GRDLEVEL, AFFILS
5a and 5b, where respondent's age is not known	AFFILS, GRDLEVEL, HIGHDEG, YEARPRIN	YEARPRIN, HIGHDEG, GRDLEVEL, AFFILS
4b	AFFILS, GRDLEVEL, YEARPRIN	YEARPRIN, GRDLEVEL, AFFILS
2b, 2e, 3b, 4c, 6	AFFILS, GRDLEVEL, PRVURB	PRVURB, GRDLEVEL, AFFILS
7, 8, 10	AFFILS, GRDLEVEL, HIGHDEG, AGE	AGE, HIGHDEG, GRDLEVEL, AFFILS
11	AFFILS, GRDLEVEL, AGE, PRVURB	PRVURB, AGE, GRDLEVEL, AFFILS
18	AFFILS, GRDLEVEL, PRVURB, AGE	AGE, PRVURB, GRDLEVEL, AFFILS
19, 20	AFFILS, GRDLEVEL, PRVURB, MINEN	MINEN, PRVURB, GRDLEVEL, AFFILS
14-17	AFFILS, LEVEL, URB, YRSPRINSC	YRSPRINSC, PRVURB, AFFILS
13	AFFILS, GRDLEVEL, PRVURB, YRPRINSC	YRSPRINSC, PRVURB, GRDLEVEL, AFFILS
12 (If salary was not known)	AFFILS, GRDLEVEL, PRVURB, HIGHDEG, YEARPRIN	YEARPRIN, HIGHDEG, PRVURB, GRDLEVEL, AFFILS
12b (if salary was known)	AFFILS, GRDLEVEL, PRVURB, ANNSAL	ANNSAL, PRVURB, GRDLEVEL, AFFILS

Figure VIII-8.--Public School (SASS-3A) items imputed using the Teacher Demand and Shortage (SASS-1A) record

SASS-3A Items	SASS-1A Items
1a	1c-e ("This year's enrollment" column)*
1b	1c-e ("Last year's enrollment" column)*
9a-e	28a-e*
17	1a-g (This years' enrollment)
25a-e	29a-e*

* Indicates LEA data were used only when sample school was the only school in the LEA.

Figure VIII-9.--Public School (SASS-3A) imputation variables

Variable name	Description	Values
GRDLEVEL	Instructional level of school	1 = Elementary 2 = Combined 3 = Secondary 4 = Unknown
TYPE	Type of school	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unclassified
PUBURB	Urbanicity of community where school is located	1 = Large central city where school is located of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown
PUBENR	School enrollment size code	1 = 1-299 2 = 300-599 3 = 600-9,000 4 = Unknown
MINEN	Percent minority enrollment	1 = 0-5% 2 = 6-20% 3 = 21-50% 5 = 51-100% 4 = Unknown
REGION	Census region where school is located	1 = Northeast 2 = Midwest 3 = South 4 = West

Figure VIII-10.--Public School (SASS-3A) matching variables and collapse ordering

Items	Matching variables	Order of collapse
17	STATE, GRDLEVEL, TYPE	TYPE
1b	STATE, GRDLEVEL	No collapsing
4	STATE, TYPE, GRDLEVEL	GRDLEVEL, TYPE
6, 7	STATE, GRDLEVEL, TYPE	TYPE
10a-h (Yes/No) and 10a, 10b, 10h (Number of students served)	STATE, GRDLEVEL, TYPE	TYPE, GRDLEVEL
10c-g (Number of students served)	STATE, TYPE, GRDLEVEL	GRDLEVEL, TYPE
11	STATE, GRDLEVEL, TYPE	TYPE, GRDLEVEL
12, 13	STATE, GRDLEVEL, TYPE	TYPE
16, 18	STATE, TYPE, GRDLEVEL	GRDLEVEL, TYPE
20-23	STATE, GRDLEVEL, TYPE	TYPE, GRDLEVEL

Figure VIII-11.--Public School (SASS-3A) matching variables and collapse ordering

Items	Matching variables	Order of collapse
8	STATE, GRDLEVEL, MINEN, PUBURB	PUBURB, MINEN
9	STATE, MINEN, PUBURB	PUBURB, MINEN
14, 15	STATE, MINEN	MINEN
25	STATE, MINEN, PUBURB	PUBURB, MINEN
26	STATE, PUBURB, MINEN	MINEN, PUBURB

Figure VIII-12.--Public School (SASS-3A) matching variables and collapse ordering

Items	Matching variables	Order of collapse
24, 27, 28	STATE, GRDLEVEL, TYPE	TYPE, GRDLEVEL
29, 30	STATE, TYPE, GRDLEVEL	GRDLEVEL, TYPE
31-33	STATE, GRDLEVEL, TYPE	TYPE, GRDLEVEL
34, 35	STATE, GRDLEVEL	GRDLEVEL

Figure VIII-13.--Private School (SASS-3B) imputation variables

Variable name	Description	Values
REGION	Census region	1 = Northeast 2 = Midwest 3 = South 4 = West
AFFILR	Specific religious affiliation code	1 = Catholic 2 = Amish 3 = Assembly of God 4 = Baptist 5 = Calvinist 6 = Christian 7 = Church of Christ 8 = Church of God 9 = Disciples of Christ 10 = Episcopal 11 = Friends 12 = Greek Orthodox 13 = Islamic 14 = Jewish 15 = Latter Day Saints 16 = Lutheran 17 = Mennonite 18 = Methodist 19 = Pentecostal 20 = Presbyterian 21 = Seventh-Day Adventist 22 = Other 23 = No religious affiliation 24 = Unknown
AFFLG	General affiliation code	1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4= Unknown

Figure VIII-13.--Private School (SASS-3B) imputation variables (continued)

Variable name	Description	Values
AFFILS	Religious affiliation and or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular - regular elementary and/or secondary 9 = Secular - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unclassified
PRVENR	School enrollment size code	1 = 1-149 students 2 = 150-399 3 = 400-5,000 4 = Not known
PRVURB	Urbanicity of community where school is located	1 = Urban 2 = Suburban 3 = Rural 4 = Not known
GRDLEVEL	Instructional level of school	1 = Elementary 2 = Combined 3 = Secondary 4 = Not known
TYPE	School type	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Not known
MINEN	Percent minority enrollment	1 = 0-5% 2 = 6-20% 3 = 21-50% 5 = 51-100% 4 = Not known

Figure VIII-13.--Private School (SASS-3B) imputation variables (continued)

Variable name	Description	Values
HIGRADE	Highest grade in school	1 = Ungraded, nursery, prekindergarten, or kindergarten 2 = First grade 3 = Second grade 4 = Third grade 5 = Fourth grade 6 = Fifth grade 7 = Sixth grade 8 = Seventh grade 9 = Eighth grade 10 = Ninth grade 11 = Tenth grade 12 = Eleventh grade 13 = Twelfth grade 14 = Postsecondary 15 = Unclassified

Figure VIII-14.--Private School (SASS-3B) matching variables and collapse ordering

Items	Matching variables	Order of collapse
2, 27, 28	GRDLEVEL, AFFLG	AFFLG, GRDLEVEL
5	GRDLEVEL, AFFLG, AFFILS	AFFILS, AFFLG
15	GRDLEVEL, TYPE, AFFLG	AFFLG, TYPE, GRDLEVEL
16	GRDLEVEL, AFFLG, AFFILS	AFFILS, AFFLG, GRDLEVEL
22	GRDLEVEL, AFFLG, TYPE, AFFILS	AFFILS, TYPE, AFFLG, GRDLEVEL
23-26	GRDLEVEL, AFFLG, AFFILS	AFFILS, AFFLG, GRDLEVEL
36	AFFLG, AFFILS	AFFILS
39	GRDLEVEL, AFFLG, AFFILS	AFFILS, AFFLG
43-44	GRDLEVEL, AFFLG, AFFILS	AFFILS, AFFLG, GRDLEVEL
35, 41, 42	GRDLEVEL, TYPE, AFFLG, AFFILS	AFFILS, AFFLG, TYPE
32	GRDFLEVEL, AFFLG, AFFILS	AFFILS, AFFLG

Figure VIII-15.--Private School (SASS-3B) matching variables and collapse ordering

Item	Matching variables	Order of collapse
3, 6	AFFLG, AFFILS, TYPE	TYPE, AFFILS
10	AFFLG, TYPE, AFFILS	AFFILS, TYPE
12b	AFFLG, AFFILS	AFFILS
13	AFFLG, AFFILS, TYPE	TYPE
19, 20	AFFLG, TYPE, AFFILS	AFFILS, TYPE
45-48	AFFLG, TYPE, PRVURB, AFFILS	AFFILS, PRVURB
58	AFFLG, AFFILS, TYPE	TYPE, AFFILS

Figure VIII-16.--Private School (SASS-3B) matching variables and collapse ordering

Items	Matching variables	Order of collapse
4	AFFLG, AFFILS	AFFILS
7, 9	AFFLG, AFFILS, PRVURB	PRVURB, AFFILS
11	PRVURB, AFFLG, AFFILS	AFFILS, AFFLG
18, 29, 30, 33	PRVURB	PRVURB, AFFILS
37	AFFLG, AFFILS, PRVURB, MINEN	MINEN, PRVURB, AFFILS
38, 49-57	AFFLG, AFFILS, PRVURB	PRVURB, AFFILS

Figure VIII-17.--Private School (SASS-3B) matching variables and collapse ordering

Items	Matching variables	Order of collapse
8, 17, 34, 40	AFFLG, AFFILS, GRDLEVEL	GRDLEVEL, AFFILS

Figure VIII-18.--Teacher (SASS-4A/4B) imputation variables

Variable name	Description	Values
HIGHDEG	Highest degree received	1 = No degree reported by respondent 2 = Bachelor's 3 = Master's or higher
AGE	Age of respondent	1 = Under 30 2 = 30-45 3 = 46-60 4 = 61-91 5 = Not reported
TEAEXPER	Years teaching in all schools	1 = 0-3 2 = 4-15 3 = 16-30 4 = 31-70 5 = Not reported
TEAFIELD	Teaching assignment field	1 = Prekindergarten, kindergarten, or general elementary 2 = Special areas other than foreign language, science, vocational education, and special education 3 = Foreign language 4 = Science 5 = Vocational education 6 = Special education 7 = All others
FULPTIME	Full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = Not reported
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten and special education 2 = All others

Figure VIII-18.--Teacher (SASS-4A/4B) imputation variables (continued)

Variable name	Description	Values
STGROUP	Groups of states with similar schools	1 = Connecticut and Rhode Island 2 = Delaware, District of Columbia,, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon
REGION	Census geographic region where school is located	1 = Northeast 2 = Midwest 3 = South 4 = West
GRADELEV	Grade levels taught this year	1 = Prekindergarten 2 = K-6 3 = K-8 4 = 7-12 5 = Postsecondary 6 = All others
BEGINTEA	Years since beginning first teaching position	1 = 0-3 2 = 4-7 3 = 8-15 4 = 16-24 5 = 25-70
PUBURB (SASS-4A Only)	Urbanicity of community where public school is located	1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of large city 4 = Urban fringe of medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown

Figure VIII-18.--Teacher (SASS-4A/4B) imputation variables (continued)

Variable name	Description	Values
PUBENR (SASS-4A Only)	Enrollment size code for public school	1 = 1-299 2 = 300-599 3 = 600-9,000 4= Not known
MINEN	Percent minority enrollment at school	1 = 0-5% 2 = 6-20% 3 = 21-50% 5 = 51-100% 4 = Not known
PRVURB (SASS-4B Only)	Urbanicity of community where private school is located	1 = Urban 2 = Suburban 3 = Rural 4 = Not known
PRVENR (SASS-4B only)	Private school enrollment size code	1 = 1-149 2 = 150-399 3 = 400-5,000 4 = Not known
AFFILS (SASS-4B Only)	Religious affiliation and/or association	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular school - regular program 9 = Secular school - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unclassified
AFFLG (SASS-4B)	General affiliation code for school	1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unclassified

Figure VIII-19.--Teacher (SASS-4A/4B) matching variables and collapse ordering

Items	Matching variables	Order of collapse
52	STGROUP, STATE, TEALEVEL, BEGINTEA	BEGINTEA, STATE
17b, 15b, 15e, 16b, 17c	STGROUP, STATE, TEALEVEL, PUBURB	PUBURB, STATE
2, 3, 4	STGROUP, STATE, TEALEVEL, PUBURB, PUBENR	PUBENR, PUBURB, STATE
6, 7, 8	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, STATE
9	STGROUP, STATE, TEALEVEL, GRADELEV	GRADELEV, STATE
12, 10, 11, 13, 14	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, STATE
18, 19, 20, 21, 22, 23a, 23b	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
23c	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE, TEALEVEL
24	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
25, 26	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
27, 28	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
30, 31, 33, 34	STGROUP, STATE, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULFPTIME, STATE
35-44	STGROUP, STATE, TEALEVEL, PUBURB, AGE, TEAEXPER	TEAEXPER, AGE, STATE
45-51	STGROUP, STATE, TEALEVEL	TEAEXPER
53-56	PUBURB, HIGHDEG, TEAEXPER	HIGHDEG, STATE

Figure VIII-20.--Teacher (SASS-4A/4B) matching variables and collapse ordering

Items	Matching variables	Order of collapse
52	AFFILS, TEALEVEL, BEGINTEA	BEGINTEA, AFFILS
17b, 15b, 15e, 16b, 17c	AFFILS, TEALEVEL, PRVURB	PRVURB, AFFILS
2, 3, 4	AFFILS, TEALEVEL, PRVURB, PRVENR	PRVENR, PRVURB, AFFILS
6, 7, 8	AFFILS, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, AFFILS
9	AFFILS, STATE, TEALEVEL, GRADELEV	GRADELEV, AFFILS
12, 10, 11, 13, 14	AFFILS, STATE, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, AFFILS
18, 19, 20, 21, 22, 23a, 23b	AFFILS, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
23c	AFFILS, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL, AFFILS
24	AFFILS, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
25, 26	AFFILS, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
27, 28	AFFILS, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
30, 31, 33, 34	AFFILS, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME, AFFILS
35-44	AFFILS, TEALEVEL, PRVURB, AGE, TEAEXPER	TEAEXPER, AGE, AFFILS
45-51, 53-56	AFFILS, TEALEVEL, PRVURB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS

IX. Weighting

IX. Weighting

This section describes the weighting processes for the different SASS samples. The general purpose of the weighting steps is to adjust for nonresponse using respondents' data; and also to adjust the sample totals to the frame total to reduce sampling variability. For each questionnaire, the formula for the weight will be presented, along with a brief description of each component. When computations are done within cells, such as nonresponse adjustments, the cells will be described. Sometimes a cell did not have enough data to produce a reliable estimate; in such cases, cells were collapsed. The least important variables were always collapsed first. The collapsing criteria are also described.

First, the school weight will be described. Since the public and private school weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the nonresponse adjustment factor and the first-stage ratio adjustment factor. These cells will be described separately within the school weight section. Since the public and private administrator weights are similar to the school weights, they will be described next. In the third section, the public teacher demand and shortage weights will be described. In the last weighting section, the teacher weights will be described. Since the public and private school teacher weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the various weighting factors. These cells will be described separately within the teacher weight section.

A. School Weight (SASS Questionnaire Forms 3A, 3B, and 3C)

The final weight for the public and private school data is:

(Basic Weight) X (Sampling Adjustment Factor) X (School Noninterview Factor) X (Frame Ratio Adjustment Factor)

Where:

Basic Weight is the inverse of the probability of selection of the school.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger, split, or duplication(e.g., a Junior/Senior High which splits into separate Junior and Senior High Schools).

Noninterview Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (basic weight*sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of noncertainty schools within each cell in the frame. For private schools, the adjustment is the same, except for the area frame. For the area frame, only sample schools in certainty PSUs were adjusted to the PSU totals from the area frame since all schools in the non-certainty PSUs were in sample and we did not have universe counts for all non-certainty PSUs. Certainty schools were excluded from the numerator and denominator and their factor set equal to 1. Also, schools from noncertainty PSUs had their factors set equal to 1, since no subsampling took place.

B. School Weighting Adjustment Cells

School noninterview and frame ratio adjustments are computed within cells.

1. Public School Adjustment Cells

For public schools, (except BIA and Native American schools) the noninterview adjustment cells were: state by school grade level by enrollment size class by urbanicity. If the factor was less than 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, urbanicity second, and grade level third).

For BIA elementary schools, the noninterview adjustment cells were grade level by enrollment size class; while BIA secondary schools cells were by grade level. Cells for Native American elementary schools were grade level by state (4 levels) by enrollment size class; while secondary school cells were grade level by state (4 levels). If the factor was less than 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed in the same sequence as in other public schools.

The frame ratio adjustment cells for public schools (except BIA and American Indian schools) were state by grade level by urbanicity; for BIA schools, they were grade level; and for Native American schools, they were state (4 groups) by grade level. If the factor was between 0.667 and 1.5 and there were at least 15 (10 for BIA and American Indian Schools) non-certainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, grade level second, and state third).

2. Private School Adjustment Cells

For private list frame schools, the noninterview adjustment cells were: 18 associations by grade level. The Catholic and All Else associations additionally used urbanicity to define the cells. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, urbanicity was collapsed first (for Catholic and ALL ELSE associations), grade level second and association last. The frame ratio factor cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 15 non-certainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, grade level second, and association last).

For private area frame schools, the noninterview adjustment cells were: affiliation (Catholic, other religious, nonsectarian, and unknown) by grade level by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was necessary. If collapsing was necessary, the enrollment size class was collapsed first, grade level was second, and affiliation was collapsed last.

The frame ratio factor cells were: grade level by certainty PSU. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in a certainty PSU in the cell, no collapsing was done. Otherwise, cells were collapsed: grade level first and PSU second.

C. Administrator Weight (SASS Questionnaire Forms 2A and 2B)

The public and private administrator weighting was done the same way as the school questionnaire weighting described above. Since the respondents for each of the administrator surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the administrator weights may not equal the sum of the school weights because some schools do not have administrators.

D. Teacher Demand and Shortage for Public Districts (SASS Questionnaire Form 1A)

The final weight for the public school district data is:

(Basic Weight) X (Sampling Adjustment Factor) X (LEA Noninterview Factor) X (Frame Ratio Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the LEA. Note that LEAs were not selected directly, so the computation of this probability is rather complex. See section 7.1.5 for more details.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the LEA's probability of selection, such as a merger, split or duplication. For example, if two LEAs consolidated into one.

Noninterview Adjustment Factor is an adjustment that accounts for total LEA nonresponse. It is the weighted (basic weight*sampling adjustment factor) ratio of total eligible in-scope LEAs to the total responding in-scope LEAs, computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. It is the ratio of the total number of noncertainty LEAs in the frame to the weighted sample estimate of the total number of noncertainty LEAs in the frame, computed within cells. Certainty LEAs were assigned a factor of 1.

Noninterview and frame ratio adjustments are computed within cells. The noninterview adjustment cells were: state by LEA enrollment size class by metro status (central city of MSA, outside central city of MSA, outside MSA) for LEAs with schools, and metro status only for LEAs without schools. If the factor was less than 1.5 and there were at least 10 LEAs in the cell, no collapsing was done. Otherwise, cells were collapsed (LEA enrollment size class first and metro status second).

The frame adjustment cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 10 noncertainty LEAs in the cell, no collapsing was done. Otherwise, cells were collapsed: LEA enrollment size class first and metro status second.

E. Local Education Agency (LEA) Basic Weights

Given the complexity of the sampling scheme, the calculation of the LEA basic weights is not straightforward. There are three situations that need discussion: LEAs with schools, LEAs without schools and LEAs in Delaware, Nevada and West Virginia which are all certainty LEAs.

1. LEAs with Schools

The LEA sample was not selected directly through an LEA frame. Instead, the LEAs were selected through the school (i.e., the LEAs associated with the school sample comprised the LEA sample). The basic weight, therefore, is more complicated than normal.

Since schools were stratified by grade level (elementary, secondary, and combined), the probability of selection for LEA k, (P_k(sel)) can be written as follows:

$$P_k(\mathrm{Sel}) = 1-(1-P_k(\mathrm{Nam,El}))(1-P_k(\mathrm{Nam,Sec}))(1-P_k(\mathrm{Nam,Com}))(1-P_k(\mathrm{Pub,El}))(1-P_k(\mathrm{Pub,Sec}))(1-P_k(\mathrm{Pub,Com}))$$

where:	P_k(Nam,El)	is the probability of selecting LEA k in elementary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, elementary, and in LEA k. If the sum is greater than one then P_k(Nam,El) is set equal to one.
	P_k(Nam,Sec)	is the probability of selecting LEA k in secondary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are

Native American, secondary, and in LEA k. If the sum is greater than one, then P_k(Nam,Sec) is set equal to one.

P_k(Nam,Com)	is the probability of selecting LEA k in combined schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, combined, and in LEA k. If the sum is greater than one P_k(Nam,Com) is set equal to one.
P_k(Pub,El)	is the probability of selecting LEA k in elementary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are elementary and in LEA k. If the sum is greater than one then P_k(Pub,El) is set equal to one.
P_k(Pub,Sec)	is the probability of selecting LEA k in secondary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are secondary and in LEA k. If the sum is greater than one then P_k(Pub,Sec) is set equal to one.
P_k(Pub,Com)	is the probability of selecting LEA k in combined schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are combined and in LEA k. If the sum is greater than one then P_k(Pub,Com) is set equal to one.

2. LEAs Without Schools

The basic weight for LEAs that have no associated schools was 10, since these LEAs were selected with equal probability at a rate of 1 in 10.

3. LEA Basic Weights for Delaware, Nevada and West Virginia

The basic weight is 1 for all LEAs in Delaware, Nevada and West Virginia since all LEAs in these three states were guaranteed being selected for sample.

F. Teacher Weights (SASS Questionnaire Forms 4A and 4B)

The final weight for public and private school teachers is:

(Basic Weight) X (Sampling Adjustment Factor) X (School Nonresponse Factor) X (Teacher-Within-School Noninterview Adjustment Factor) X (Frame Ratio Adjustment Factor) X (Teacher Adjustment Factor) where:

Basic Weight is the inverse of the probability of selection of the teacher.

School Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger, split or duplication. It is the same factor used in the school weight.

School Nonresponse Adjustment Factor is an adjustment that accounts for schools that did not have teachers selected because teacher lists were not provided by the school. It is the weighted (school basic weight*school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.

Teacher-within-school noninterview adjustment factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1990 CCD was used as the frame and the teacher counts were in terms of FTEs. For private schools, the 1989 PSS was used as the frame and teachers were in terms of headcounts.

For the set of certainty schools, the factor is 1.

Teacher Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher aggregates from the school file (after imputation) will agree with the corresponding teacher estimates from the teacher file.

The school nonresponse adjustments, the teacher within-school noninterview adjustments, the frame ratio adjustments, and the teacher adjustments are computed within cells. The cells for the frame ratio adjustments are the same as those used in the school weight except for BIA schools where no frame ratio adjustment was done for the teacher weight because no teacher data existed on the BIA school sample frame. The cells for the frame adjustments are described in the school weight section.

1. Public Adjustment Cells

For public schools, the school nonresponse adjustment cells were: the same as those used for the school noninterview adjustment cells in the school weight except that enrollment size classes were replaced by teacher size classes for Native American schools and other public schools. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The teacher within-school noninterview adjustment cells were: state by field of teaching by teacher type (new, experienced, bilingual, Asian, American Indian) by school urbanicity (only for experienced teachers). If the factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, teacher type second, and field of teaching third).

The teacher adjustment cells and the collapsing criteria were the same as those used for the frame ratio adjustments in the school weight.

2. Private Adjustment Cells

For private list frame schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight, and the collapsing criteria were also the same.

For private list frame schools, the noninterview adjustment cells were: 18 associations by grade level. The Catholic and All Else associations additionally used urbanicity to define the cells. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, urbanicity was collapsed first (for Catholic and ALL ELSE associations), grade level second and association last. The frame ratio factor cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 15 non-certainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, grade level second, and association last).

For private area frame schools, the noninterview adjustment cells were: affiliation (Catholic, other religious, non-sectarian, and unknown) by grade level by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was necessary. If collapsing was necessary, the enrollment size class was collapsed first, grade level was second, and affiliation was collapsed last.

The teacher within-school noninterview adjustment cells were: affiliation (four levels) by field of teaching by teaching experience (new/experienced). If the factor was less than 1.5 and there was at least 15 teachers in the cell, no collapsing was done. If collapsing was done, teaching experience was collapsed first, field of teaching was collapsed second, and affiliation was collapsed last.

The teacher adjustment cells and the collapsing criteria were the same as those used for the frame ratio adjustments in the school weight.

X. Variance Estimation

X. Variance Estimation

Each SASS public use file includes a set of replicate weights designed to produce balanced repeated replication (BRR) variance estimates. The balanced repeated replication (BRR) technique was used because software to produce such variance estimates is relatively common[9].

Software which produces variance estimation from replicate weights using balanced repeated replication is available from:

WESTAT, Inc.
1650 Research Blvd.
Rockville, MD 20850

Attention: Marilyn Rowen
(301) 251-4232

A proprietary computer program (WESVAR), available at WESTAT, Inc., can be used to estimate these standard errors. The software runs under IBM/OS and VAX/VMS systems.

A. Replicate Assignment

Below is a brief description of how the replicates were assigned.

1. Replicates: Public Schools

Replicates were created for the public school sample file by first forming 48 variance strata. Each variance stratum contained at least two schools which were alternately divided into two half-samples. To form the variance strata, certainty schools were placed in their own variance stratum where each certainty school was assigned to both half-samples. The noncertainty schools within a state/school level sampling stratum were sorted by the school's order of selection. Pairs of schools were then systematically placed into consecutive variance strata. When the 48 variance strata were exhausted, the placement of paired schools started from the first variance stratum again. This continued until all the paired schools in the sampling stratum were placed into variance strata. Numbering for the next sampling stratum started where the previous sampling stratum left off. For example, when the last pair of the previous sampling stratum was assigned to variance stratum N, first pair in the next sampling stratum is assigned N + 1. When there was an odd number of noncertainty schools within a sampling stratum, one variance stratum was assigned an odd number of cases and adjustments were made to the replicate factors to account for this odd number of cases. After the variance strata were assigned, an orthogonal matrix was used to form the 48 replicates.

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[9] Wolter, K. M.(1985). *Introduction to Variance Estimation*. New York: Springer-Verlag.

2. Replicates: Private Schools

For private schools in the list frame and certainty area frame PSUs, the following was done to form variance stratum half-samples:

Within each sampling stratum, noncertainty schools were sorted by order of selection. Pairs of schools were then consecutively placed into 48 variance strata, each element of a pair being assigned to different half-samples. If a sampling stratum had an odd number of noncertainty schools then one of the variance strata had an odd number of schools and an adjustment was made to account for this. Certainty schools were assigned to both half-samples.

For noncertainty area frame PSUs, within each subsample (overlap sample or new sample) and within each PSU stratum, PSUs were sorted by measure of size and then paired into half-samples. These pairings were consecutively assigned to variance strata.

After the variance strata were assigned, an orthogonal matrix was used to form the 48 balanced half-sampled replicates.

3. Replicates: Treatment of the Overlap Sample

In order to have the 1991 SASS variance estimates more accurately reflect the effect of the overlapping 1991 and 1988 SASS samples, overlap schools were reassigned to have the same variance strata and panel as they had in the 1988 SASS. The reassignment was done by variance stratum (i.e., pair of schools). If both schools in the 1991 pair are overlap schools, then one was chosen randomly to be reassigned and the other would get the same reassigned variance stratum. For the area frame, the overlap PSUs are the only PSUs that could contain overlap schools. Thus the overlap PSUs were assigned to have the same variance strata as in 1988 SASS.

4. Replicates: Administrators

Administrators were assigned the same replicates as their schools.

5. Replicates: Teachers

For teachers in non-certainty schools, teacher replicates are the same as school replicates. Teachers from certainty schools were placed into the school variance stratum, but were split into two half-samples. Each half-sample was placed into the same replicates as those non-certainty schools in the same half-sample of the variance stratum.

6. Replicates: Local Education Agencies

To reflect the fact that LEAs were selected through the school, it is important to form LEA replicates using the school replicates. An LEA was assigned an LEA replicate if any of the sample schools associated with the LEA were in that particular school replicate. Certainty LEAs were assigned to all replicates.

LEAs without schools were sorted by order of selection. Pairs of LEAs were then systematically placed into consecutive variance strata and each element of a variance stratum was assigned to alternating half-samples. After the variance strata were assigned, an orthogonal matrix was used to form the 48 replicates.

B. Replicate Weights

For school, administrator and teacher replicates, the nonzero replicate base weights were either: 1) twice the base weight for noncertainty sample units; or 2) the base SASS weight for certainty sample units.

The noncertainty LEA's replicate base weights were assigned using the same LEA weight formula described in the weighting section, the only difference being that, each school stratum's probability of selection for the LEA was divided by two. This is appropriate since the half-sample LEA selection probability within a school stratum is half of the respective full sample probability. Certainty LEA's replicate base weights were 1.0.

After replicate basic weights were assigned, each replicate was processed through all steps of weighting for each appropriate data file. The final weights resulting from the weighting process were the replicate final weights.

XI. Reinterview Program

XI. Reinterview Program

As in the previous administration of the SASS, the 1990-91 SASS included a reinterview program. Reinterview programs are typically designed to evaluate field work and/or to estimate error components, such as simple response variance and response bias, in a survey model[10]. The purpose of the SASS reinterview program was to estimate simple response variance; that is, to measure the consistency in response between the original survey and the reinterview (reliability of the data). High inconsistency indicates there is a problem with the design of the question or the nature of the data being collected. It also can often indicate the presence of bias in the data. The SASS reinterview program consisted of administering a subset of questions to a subset of each sample - School Administrator, School, and Teacher Surveys.

Field Representatives (FRs) conducted all reinterviews by telephone for the School Administrator and Teacher Surveys. For the School Survey, the school received a separate mail reinterview questionnaire if the school responded to the original survey by mail. Field Representatives conducted reinterviews by telephone for those schools which did not respond to the mail reinterview or were interviewed by telephone in the original survey.

The consistency of interview data was measured by comparing original survey and reinterview responses and then computing indices of inconsistency and gross difference rates (see Forsman and Schreiner, 1991, for a discussion of these indices).

The reinterview sample design was a systematic subsample resulting in the selection of 1,123 schools and administrators and 1,103 teachers. The reinterview sampling of public and private schools and public and private teachers was proportionate to their respective original samples. The following are the final response rates obtained from the SASS reinterview.

a. School Administrator Survey: 93.5%

b. School Survey

    Mail Reinterview: 84.6%
    Telephone Reinterview: 84.3%
    Final: 91.0%

c. Teacher Survey: 82.8%

Since the reinterview sample was selected before the mailout of the survey questionnaires, the sample includes losses due to original survey noninterviews. The base for computing the reinterview response rates excludes these original survey noninterviews. For the School Survey the "Final" reinterview response rate is greater than the individual components (mail and telephone rates) because some mail reinterview nonresponses were ultimately completed by telephone.

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[10] Forsman, G. and Schreiner, I., "The Design and Analysis of Reinterview: An Overview," in Biemer, P. P., Groves, R. M., Lyberg, L. E., Mathiowetz, N. A., and Sudman, S., editors, *Measurement Errors in Surveys*. (New York: John Wiley & Sons, 1991), 279-301.

The results from the 1987-88 SASS reinterview showed ninety percent of the attitude questions and about fifty percent of the factual questions had high levels of inconsistency in response[11]. These results led NCES and Census to mount an extensive cognitive research effort aimed at improving the 1991 questions. The 1990-91 SASS reinterview showed that some of these new versions of the questions achieved dramatic improvements in consistency.[12]

The questions in the 1988 reinterview, repeated in the 1991 reinterview, represent only a small proportion of the questions in the 1991 reinterview. As shown in table XI-1 the majority of the questions in the 1991 reinterview showed moderate to high levels of inconsistency in response.

Figure XI-1.--Number of questions in SASS reinterview, by level of inconsistency, questionnaire and mode

Reinterview questionnaire	Low	Moderate	High
SASS-(2R)	5	10	10
SASS-(3R)	17	12	7
Mail	19	15	1
Telephone	16	6	13
SASS-(4R)	21	16	11

Still, the proportion of questions in the 1991 reinterview which showed high levels of inconsistency in response decreased from 1988.

The 1991 reinterview also showed:

- no difference between public and private schools, and
- lower levels of inconsistency in response for those schools responding by mail compared to those schools in the telephone follow-up.

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[11] Newbrough, J., "Report of the SASS-2/3 (R) and SASS-4 (R) Reinterview," (internal Census Bureau Report available from Quality Assurance and Evaluation Branch, Demographic Statistical Methods Division, U.S. Department of Commerce, Bureau of the Census, Washington, D.C.: June 28, 1989).

[12] Bushery, J., Royce, D., and Kasprzyk, D., "The Schools and Staffing Survey: How Reinterview Measures Data Quality," *1992 Proceedings of the Section on Survey Research Methods*, (American Statistical Association, Alexandria, Virginia, pages 458-463).

For those schools responding by mail the reliability of the data is significantly better for all but one question. However, the telephone follow-up includes the reluctant respondents for which the data are potentially worse.

While the 1991 reinterview results show some improvement in the quality of the SASS data, more work still needs to be done. These reinterview results will serve as an aid in the development of the 1993-94 SASS questionnaires. They will also help in determining the direction of the reinterview program for the 1993-94 SASS.

XII. Reviewing the Quality of SASS Data

XII. Reviewing the Quality of SASS Data

NCES program staff have the responsibility of ensuring a data base is acceptable for public release. Before microdata files are released to the public, staff in the Special Surveys and Analysis Branch of the Elementary and Secondary Education Statistics Division review the microdata file for errors associated with the edit, imputation and weighting systems. Frequency counts, bivariate, and multivariate tables were reviewed, and when possible comparisons were made to external sources such as the Common Core of Data and the Private School Survey.

Unit nonresponse: Response rates were calculated at the state or association level for all SASS components (see Tables VI-1 through VI-4). Nonresponding districts, schools, principals, and teachers are being studied in greater detail to identify patterns of nonresponse (see Chapter VI).

Item nonresponse: The extent of item nonresponse for each SASS questionnaire was determined. Items with high nonresponse rates were identified and reported (see Table VI-5).

Edits: The validity of the branching process (skip patterns) in the questionnaire was established for each SASS questionnaire; that is, analysts verified that each item in the questionnaire had the number of responses it should have had if branching instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as imputations).

Reasonableness of Data: Univariate, bivariate and multivariate tabulations of key survey variables were obtained and compared to estimates from other data sources such as the previous SASS survey, the Common Core of Data, and the Private School Universe Survey. Tabulations were reviewed to determine whether the basic relationships observed were reasonable.

Frequency counts: Unweighted record counts for every variable were examined from the restricted-use file. Variables with out-of-range values or inconsistent values were identified and values with these characteristics were corrected.

Unweighted Record Counts: Unweighted record counts are released with each microdata file so that users can determine whether the correct number of records has been identified. The weighted record counts are to provide data users with selected final national estimates for comparison.

The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

1) For each replicate, the weights were totaled. Each replicate total, as well as, the average of these numbers was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.

2) The number of zero weights was checked against what would be expected with half-sample replication.

3) The replicate weights were verified to be approximately twice the full-sample weights.

Additional details on each component of the SASS are detailed below:

A. Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

For the district data collection on the Teacher Demand and Shortage Questionnaire, comparisons of the number of districts by selected characteristics were made to the 1988-89 CCD which served as the sampling frame for the 1990-91 SASS. The only criterion for districts to be included in SASS was that they hired or employed teachers. All other districts were defined as out-of-scope. Because not all districts in each state were considered in-scope for SASS (i.e. supervisory unions and some other administrative districts that do not hire teachers were not eligible), two comparisons were made, one to the total number of districts for the state and one to the number of regular districts in the state. Depending upon the number of ineligible districts in each particular state, the SASS estimates are either closer to the total or to the regular number of districts in CCD. Estimates of teachers and students were compared with the 1990-91 CCD, because that was the same year in which SASS data were collected. The CCD estimates are independent from SASS.

States in which the SASS estimates of the number of districts or the number of teachers and/or students within individual districts differed from CCD by 15 percent or more were examined from the first edited data file. Eight states had overestimates using this criterion. They were: New Hampshire, Vermont, Minnesota, Montana, Massachusetts, Michigan, Mississippi, and Nebraska. Upon closer examination, it was determined that these overestimates resulted from including districts in SASS which are supervisory unions or other districts that do not hire teachers. These districts should have been coded as ineligible but were inadvertently allowed to complete the questionnaire. Edit checks failed to reveal these ineligible cases. In such cases, teachers and students were double counted because another regular district in the supervisory union also had a probability of selection and was already included in the estimate for that state. A comparison of the SASS data from questionable districts with the CCD data on the same and associated districts indicated that several districts were incorrectly included, thereby doubling the estimates of students or teachers. In each duplicate pair, one district's record was corrected on the data tape by blanking all data fields, changing the final weight to zero and changing the interview status code to "out of scope" or ineligible for the survey. The remaining district record's weight was recalculated, to reflect a different nonresponse adjustment factor.

After the data were corrected and new estimates computed, comparisons were again made to CCD estimates. The results are reported in tables XII-1, XII-2, and XII-3. They report the SASS estimate, the CCD number, and the SASS estimate as a percent of CCD. To summarize:

Table XII-1 contains counts of districts - Column 1 shows the total number of districts reported on CCD, column 2 the number of regular districts on CCD, column 3 the SASS estimate for number of districts, column 4 the SASS estimate as a percent of total CCD districts, and column 5 the SASS estimate as percent of regular CCD districts. Depending on the number of districts in the state that do not hire teachers, the SASS estimate should be closer to either the total number of districts or the number of regular districts. The following states differ from the CCD numbers by 15 percent or more on one of the estimates: Kentucky, Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, Pennsylvania, South Dakota, Utah, Vermont, and Wyoming. A summary of these differences follows by state:

> Kentucky: CCD lists a total of 256 districts and 177 regular districts. The SASS estimate of districts is 229, an underestimate of total districts by 10.5 percent, and an overestimate of regular districts by 29 percent. A call to Kentucky's state department of education revealed that of the 77 administrative districts on the CCD file, 13 state vocational-technical centers serve postsecondary students only, and two others are federally operated agencies; thus reducing the number of in-scope districts to 241, and bringing the SASS estimate within 95 percent of the eligible CCD districts. Or examined another way, the SASS file estimates that 51 districts in Kentucky are administrative districts; therefore, subtracting 51 from the total SASS estimates yields 178 regular districts, compared to 177 regular districts reported by CCD.
>
> Maine: CCD lists 294 total and 210 regular districts. The SASS estimate of 234 is a 20.5 percent underestimate of total and an 11.4 percent overestimate of regular. The CCD directory, however, indicates that 34 districts are supervisory unions, ineligible in SASS because they do not hire teachers. Subtracting 34 from 294 yields 260. The SASS estimate of 234 underestimates this number by 10 percent.
>
> Massachusetts: CCD reports 50 supervisory unions and 36 regional service agencies, neither type employing teachers. The valid count for district comparisons is therefore the number of regular districts, which SASS underestimates by about 3.3 percent.
>
> Michigan: CCD reports 61 administrative districts in Michigan which do not hire teachers. SASS underestimates regular districts, by slightly less than 15 percent.
>
> Minnesota: Minnesota reports 505 total districts, 436 of which are regular. SASS underestimates total districts by 16 percent and regular districts by 3 percent. Thirty-three of the administrative districts, however, employ teachers and thus are eligible for SASS. When those 33 are added to the 436 regular districts, SASS underestimates those eligible districts by 10 percent.
>
> Montana: The large number of supervisory unions and regional education service agencies, none of which hire teachers, makes the number of regular districts in Montana the correct comparison. SASS underestimates this number by 4.5 percent.

Nebraska: Like Montana and Michigan, Nebraska has a large number of districts that do not hire teachers, making the number of regular districts the correct comparison. SASS underestimates regular districts by 6 percent.

New Hampshire: CCD lists 63 supervisory unions in New Hampshire, making the number of regular districts the correct comparison. SASS underestimates this number by 7.6 percent.

North Dakota: CCD lists 21 ineligible districts, reducing the number of eligible districts for comparison from 346 to 325. SASS underestimates the latter by 12 percent.

Pennsylvania: CCD indicates that all of the 602 districts in Pennsylvania hire teachers, making the total number of districts the correct comparison. SASS underestimates this number by 3.2 percent.

South Dakota: The large number of administrative districts in South Dakota which do not hire teachers makes regular districts the better comparison. SASS underestimates the number of regular districts by only 1 percent. Adding back in the nine administrative districts which do hire teachers, brings the comparison number up to 200. SASS underestimates this revised definition of eligible districts by 5.5 percent.

Utah: CCD reports only the regular districts as hiring teachers, making that the correct comparison for SASS. SASS underestimates the number of regular districts by 2.5 percent.

Vermont: CCD reports 60 of the 336 districts as supervisory unions, and therefore ineligible for SASS. The SASS estimate of the remaining regular districts is an underestimate by 13 percent.

Wyoming: SASS overestimates the total number of districts by 14 percent and the number of regular districts by 35 percent. Examination of CCD suggests that only the 49 regular districts hire teachers. However, calls to administrative districts in sample indicated that although such districts do not enroll students, they do hire teachers, therefore are eligible. The correct CCD comparison is therefore the number of total districts, which SASS overestimates by 14 percent.

Table XII-2 contains counts of full-time equivalent teachers - Each of four states (Maryland, Michigan, New Mexico, and Texas) had at least one high enrollment district that did not respond to the district questionnaire. In each of these four states, SASS and CCD differed by more than 15 percent. While SASS attempts to compensate for this nonresponse, it is likely that the observed differences are in part due to nonresponding high enrollment school districts. Additionally, a difference of 10-15 percent was found for six states (Alaska, Florida, Nebraska, New Jersey, New York, and Oregon). Fifteen states plus the District of Columbia differed by 5 to 10 percent, and the remaining 25 states were within 5 percent of CCD estimates of FTE teachers.

Table XII-3 contains counts of Student Enrollment - Three states, Michigan, Nevada, and New Mexico, differed by 10 to 15 percent; and nine states plus the District of Columbia differed by 5 to 10 percent. The remaining 38 states were within 5 percent of the CCD enrollment counts.

Other aspects of reviewing the Teacher Demand and Shortage Questionnaire are documented in the NCES memorandum, "1991 SASS Public TDS file - data check".[13]

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[13] Rollefson, M. "1991 SASS Public TDS file - data check". Unpublished memorandum available upon request from the U.S. Department of Education, National Center for Education Statistics, (Washington, D.C.: October 22, 1992).

Table XII-1.--Estimated number of districts by state compared with number of districts reported on 1988-89 Common Core of Data

State	Total number of districts CCD	Number of regular districts CCD	Number of districts SASS	SASS as a percent of total districts	SASS as a percent of regular districts
50 States and D.C.	16,982	15,376	15,512	91.34%	100.88%
Alabama	133	129	147	110.30%	113.72%
Alaska	56	55	56	100.00%	101.82%
Arizona	244	238	239	97.95%	100.42%
Arkansas	350	329	322	92.00%	97.87%
California	1,151	1,077	1,109	96.35%	102.97%
Colorado	197	176	193	97.97%	109.66%
Connecticut	176	166	169	96.02%	101.81%
Delaware	22	19	19	86.36%	100.00%
District of Columbia	1	1	1	100.00%	100.00%
Florida	67	67	68	101.49%	101.49%
Georgia	186	186	186	100.00%	100.00%
Hawaii	1	1	1	100.00%	100.00%
Idaho	115	115	117	101.74%	101.74%
Illinois	1,053	972	1,032	98.01%	106.17%
Indiana	331	303	316	95.47%	104.29%
Iowa	465	433	433	93.12%	100.00%
Kansas	304	304	304	100.00%	100.00%
Kentucky	256	177	229	89.45%	129.38%
Louisiana	83	66	74	89.16%	112.12%
Maine	294	210	234	79.59%	111.43%
Maryland	24	24	24	100.00%	100.00%
Massachusetts	437	359	347	79.41%	96.66%
Michigan	622	561	478	76.85%	85.20%
Minnesota	505	436	424	83.96%	97.25%
Mississippi	167	152	155	92.81%	101.97%
Missouri	545	544	545	100.00%	100.18%
Montana	631	549	524	83.04%	95.45%
Nebraska	981	862	811	82.67%	94.08%
Nevada	17	17	17	100.00%	100.00%
New Hampshire	230	170	157	68.26%	92.35%
New Jersey	615	602	581	94.47%	96.51%
New Mexico	96	88	88	91.67%	100.00%
New York	762	721	754	98.95%	104.58%
North Carolina	142	140	139	97.89%	99.29%
North Dakota	346	296	286	82.66%	96.62%

Table XII-1.--Estimated number of districts by state compared with number of districts reported on 1988-89 Common Core of Data (continued)

State	Total number of districts CCD	Number of regular districts CCD	Number of districts SASS	SASS as a percent of total districts	SASS as a percent of regular districts
Ohio	794	613	675	85.01%	110.11%
Oklahoma	653	609	557	85.30%	91.46%
Oregon	340	304	333	97.94%	109.54%
Pennsylvania	602	501	583	96.84%	116.37%
Rhode Island	38	37	38	100.00%	102.70%
South Carolina	95	91	95	100.00%	104.40%
South Dakota	228	191	189	82.89%	98.95%
Tennessee	141	141	138	97.87%	97.87%
Texas	1,087	1,062	1,058	97.33%	99.62%
Utah	48	40	39	81.25%	97.50%
Vermont	336	276	240	71.43%	86.96%
Virginia	157	136	148	94.27%	108.82%
Washington	296	296	296	100.00%	100.00%
West Virginia	55	55	55	100.00%	100.00%
Wisconsin	449	430	430	95.77%	100.00%
Wyoming	58	49	66	113.79%	134.69%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public Education Agency Universe, 1990-91.

Table XII-2.--Estimated number of FTE teachers by state compared with 1990-91 Common Core of Data

State	FTE teachers CCD	FTE teachers SASS	SASS as a percent of CCD
50 States and D.C.	2,397,351	2,255,331	94.08%
Alabama	36,266	38,769	106.90%
Alaska	6,710	5,809	86.57%
Arizona	32,987	31,044	94.11%
Arkansas	25,984	25,891	99.64%
California	217,228	199,400	91.79%
Colorado	32,342	31,699	98.01%
Connecticut	34,549	31,923	92.40%
Delaware	5,961	5,900	98.98%
District of Columbia	5,950	5,543	93.16%
Florida	108,088	97,379	90.09%
Georgia	63,058	64,351	102.05%
Hawaii	9,083	8,443	92.95%
Idaho	11,254	10,435	92.72%
Illinois	108,775	107,203	98.55%
Indiana	54,509	52,817	96.90%
Iowa	31,045	31,541	101.60%
Kansas	29,140	27,952	95.92%
Kentucky	36,777	38,528	104.76%
Louisiana	45,377	41,955	92.46%
Maine	15,513	15,213	98.07%
Maryland	42,562	35,878	84.30%
Massachusetts	54,003	57,353	106.20%
Michigan	80,008	67,782	84.72%
Minnesota	43,753	40,491	92.54%
Mississippi	28,062	26,159	93.22%
Missouri	52,304	50,041	95.67%
Montana	9,613	10,537	109.61%
Nebraska	18,764	18,977	101.14%
Nevada	10,373	9,211	88.80%
New Hampshire	10,637	10,684	100.44%
New Jersey	79,886	71,710	89.77%
New Mexico	16,703	13,596	81.40%
New York	176,390	152,814	86.63%
North Carolina	64,283	63,445	98.70%
North Dakota	7,591	7,805	102.82%

Table XII-2.--Estimated number of FTE teachers by state compared with 1990-91 Common Core of Data (continued)

State	FTE teachers CCD	FTE teachers SASS	SASS as a percent of CCD
Ohio	102,714	99,837	97.20%
Oklahoma	37,221	35,377	95.05%
Oregon	26,163	24,022	91.82%
Pennsylvania	100,275	105,506	105.22%
Rhode Island	9,522	8,771	92.11%
South Carolina	36,963	35,083	94.91%
South Dakota	8,511	8,793	103.31%
Tennessee	43,051	41,947	97.44%
Texas	219,298	185,681	84.67%
Utah	17,884	18,743	104.80%
Vermont	7,257	7,202	99.24%
Virginia	63,638	60,486	95.05%
Washington	41,764	41,353	99.02%
West Virginia	21,476	19,837	92.37%
Wisconsin	49,302	47,963	97.28%
Wyoming	6,784	6,458	95.19%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public Education Agency Universe, 1990-91.

Table XII-3.--Estimated enrollment by state compared with 1990-91 Common Core of Data

State	Enrollment CCD	Enrollment SASS	SASS as a percent of CCD
50 States and D.C.	41,223,804	40,092,448	97.26%
Alabama	721,806	681,152	94.37%
Alaska	113,874	105,870	92.97%
Arizona	639,853	624,851	97.66%
Arkansas	436,286	431,318	98.86%
California	4,950,474	4,852,640	98.02%
Colorado	574,213	553,543	96.40%
Connecticut	469,123	458,626	97.76%
Delaware	99,658	99,423	99.76%
District of Columbia	80,694	72,654	90.04%
Florida	1,861,592	1,830,616	98.34%
Georgia	1,151,687	1,170,123	101.60%
Hawaii	171,708	170,738	99.44%
Idaho	220,840	201,888	91.42%
Illinois	1,821,407	1,841,872	101.12%
Indiana	954,581	938,317	98.30%
Iowa	483,652	479,174	99.07%
Kansas	437,034	430,172	98.43%
Kentucky	636,401	667,769	104.93%
Louisiana	784,757	746,885	95.17%
Maine	215,149	219,431	101.99%
Maryland	715,176	661,472	92.49%
Massachusetts	834,314	827,823	99.22%
Michigan	1,581,925	1,382,498	87.39%
Minnesota	756,374	769,164	101.69%
Mississippi	502,417	493,300	98.19%
Missouri	812,234	812,727	100.06%
Montana	152,974	158,842	103.84%
Nebraska	274,081	268,598	98.00%
Nevada	201,316	176,493	87.67%
New Hampshire	172,785	160,841	93.09%
New Jersey	1,089,646	1,007,166	92.43%
New Mexico	301,881	270,003	89.44%
New York	2,598,337	2,388,129	91.91%
North Carolina	1,086,871	1,136,219	104.54%
North Dakota	117,825	121,473	103.10%

Table XII-3.--Estimated enrollment by state compared with 1991 Common Core of Data (continued)

State	Enrollment CCD	Enrollment SASS	SASS as a percent of CCD
Ohio	1,771,516	1,764,445	99.60%
Oklahoma	579,087	561,482	96.96%
Oregon	484,652	476,745	98.37%
Pennsylvania	1,667,836	1,764,705	105.81%
Rhode Island	138,813	137,928	99.36%
South Carolina	622,112	592,297	95.21%
South Dakota	129,164	137,002	106.07%
Tennessee	824,595	797,454	96.71%
Texas	3,382,887	3,103,275	97.31%
Utah	447,891	426,916	95.32%
Vermont	95,762	96,298	100.56%
Virginia	998,601	990,527	99.19%
Washington	839,709	856,655	102.02%
West Virginia	322,389	316,814	98.27%
Wisconsin	797,621	761,239	95.44%
Wyoming	98,226	96,830	98.58%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public Education Agency Universe, 1990-91.

B. School Administrator Questionnaires (SASS-2A and 2B)

Both Public and Private School Administrator Questionnaires had imputation rates higher than 10 percent for ASC011 ("Were you the principal of this school in the spring of 1988?"). The imputation rates were 11.8 and 10.2 for public and private schools respectively.

Review of the Private School Administrator data revealed several cases in which skip patterns were not followed correctly. For ASC020, ASC032, ASC053, and ASC122 respondents followed skip instructions when they should not have. Consequently, ASC021 - ASC029, ASC033, and ASC054 were not answered but should have been. Respondent errors were corrected by creating a "not answered" category and correcting the data to reflect that, in fact, the respondents did not answer those questions. For more information, on the number of edit changes made per item, see "Results of Examination of 1990-91 SASS Public and Private School Administrator Files (SASS 2A and 2B)".[14]

Unweighted and weighted tabulations were reviewed comparing the 1987-88 SASS data on principals with the 1990-91 SASS data; the 1990-91 SASS data appeared to be reasonable in those comparisons.

C. School Questionnaires (SASS-3A and 3B)

Post-processing edits (see Chapter VII Section F) revealed several schools that required recoding from interviews to out-of-scope. A school was considered out-of-scope if: it did not serve any of grades 1-12; it no longer existed (due to merging with another school); or, in the case of private schools, if it had fewer than 10 students or was located in a private residence. Because interview status changed, data were reweighted and new estimates were produced.

Table XII-4 presents weighted estimates of public schools by state. Only one state (Oklahoma) had an estimate for number of schools that differed from CCD's estimate as much as 15 percent. Eight states (Alaska, Arizona, Louisiana, Minnesota, Nevada, South Dakota, Wisconsin, and Wyoming) plus the District of Columbia differed by 5-10 percent, and the remaining 42 states were within 5 percent of CCD estimates.

Table XII-5 presents the weighted estimates for the private schools, students, and teachers by the 9-category private school typology. Data for the private schools were compared to the 1989-90 Private School Survey (PSS) which served as its frame. The overall weighted expected number of schools in SASS was within two percentage points of the PSS, but the out-of-scope cases reduced the weighted estimate of respondent schools to a difference of more than seven percentage points. This may reflect discrepancies due to the comparison at two different time points or deficiencies in the frame, such as duplicate schools. A discussion of these differences can be found in Section XVIII, "Cautions Concerning the Measurement of Change Estimates using 1987-88 and 1990-91 SASS". This resulted in underestimating the number of schools for all private school types.

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[14] Hammer, C. "Results of Examination of 1990-91 SASS Public and Private School Administrator Files (SASS 2A and 2B)". Internal memorandum available from the U.S. Department of Education, National Center for Education Statistics, (Washington, D.C.: October 21, 1992).

The higher-than-expected counts of private school teachers and students may be due to sampling variability or to systemic changes in those schools sampled by SASS. For example, the higher demand for private school admission and consolidation of small schools into fewer, bigger schools resulted in increased enrollment, and, thus, higher teacher counts.

Comparisons of the 1987-88[15] with the 1990-91[16] SASS reveal that the number of students participating in programs such as Chapter I, reduced or free lunch, and English as a second language has grown at a higher rate than the population growth. The remedial reading and mathematics programs have maintained a steady level of student participation, while diagnostic and prescriptive programs have suffered major drops in participation. The decreased participation may reflect real differences in service levels or perhaps uncertainty on the part of respondents about the level of student participation.

Initially, the total enrollment counts of students by race did not agree with enrollment by grade totals. It is likely that this discrepancy resulted from the total enrollment question asking respondents to report as of October 1st and the race/ethnicity question failing to specify a reporting date. Consequently, an edit to retain a consistent enrollment number and ratio adjustment to the race-ethnic categories was implemented for a large number of cases.

For both public and private schools imputation rates were high for the number of part time staff. This occurred as a result of the layout of the questionnaire, as well as the difficulty that many small schools had in assessing "part-time" after assigning staff to full-time categories. The next cycle of the SASS will make the part-time staff counts more prominent, including very specific instructions for what constitutes a part-time staffer, and prominent use of a "none" box. Currently, it is likely that part-time staff are under reported and full-time staff are over-reported as a result of the respondent errors mentioned above.

Other aspects of reviewing the SASS school data can be found in "SASS Public and Private Schools Data File Checking".[17]

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[15] U.S. Department of Education, National Center for Education Statistics, *Comparisons of Public and Private Schools, 1987-88*, E.D. Tabs, NCES 90-075, July 1990.

[16] U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91*, E.D. Tabs, NCES 93-453, June 1993.

[17] Gruber, K. "SASS Public and Private Schools Data File Checking". Internal memorandum available from the U.S. Department of Education, National Center for Education Statistics, (Washington, D.C.: December 14, 1992).

Table XII-4.--Estimated number of public schools by state compared with 1990-91 Common Core of Data

State	Total CCD schools	Sampled CCD schools	Total SASS schools	SASS as a percent of CCD
50 States and D.C.	84,538	81,618	79,885	97.9%
Alabama	1,297	1,277	1,243	97.4%
Alaska	498	450	425	94.5%
Arizona	1,049	929	992	106.8%
Arkansas	1,098	1,088	1,074	98.7%
California	7,913	7,253	7,193	99.2%
Colorado	1,344	1,330	1,304	98.0%
Connecticut	985	960	933	97.1%
Delaware	173	161	161	100.3%
District of Columbia	181	185	170	91.8%
Florida	2,516	2,307	2,269	98.3%
Georgia	1,734	1,724	1,650	95.7%
Hawaii	235	231	231	100.0%
Idaho	582	558	545	97.7%
Illinois	4,239	4,099	3,949	96.3%
Indiana	1,915	1,917	1,856	96.8%
Iowa	1,588	1,608	1,530	95.1%
Kansas	1,477	1,454	1,442	99.2%
Kentucky	1,400	1,387	1,323	95.4%
Louisiana	1,533	1,564	1,449	92.6%
Maine	747	743	738	99.3%
Maryland	1,220	1,180	1,128	95.6%
Massachusetts	1,842	1,790	1,775	99.2%
Michigan	3,313	3,216	3,110	96.7%
Minnesota	1,590	1,527	1,434	93.9%
Mississippi	972	950	913	96.1%
Missouri	2,199	2,127	2,063	97.0%
Montana	900	753	739	98.1%
Nebraska	1,506	1,489	1,455	97.7%
Nevada	354	296	313	105.7%
New Hampshire	439	433	417	96.3%
New Jersey	2,272	2,237	2,224	99.4%
New Mexico	681	649	626	96.4%
New York	4,010	3,918	3,889	99.3%
North Carolina	1,955	1,905	1,917	100.6%
North Dakota	663	635	647	102.0%

Table XII-4.--Estimated number of public schools by state compared with 1991 Common Core of Data (continued)

State	Total CCD schools	Sampled CCD schools	Total SASS schools	SASS as a percent of CCD
Ohio	3,731	3,730	3,623	97.1%
Oklahoma	1,880	1,511	1,730	114.5%
Oregon	1,190	1,198	1,164	97.1%
Pennsylvania	3,260	3,267	3,205	98.1%
Rhode Island	309	297	294	99.0%
South Carolina	1,097	1,096	1,085	99.0%
South Dakota	802	787	732	93.0%
Tennessee	1,543	1,556	1,485	95.4%
Texas	5,991	5,796	5,651	97.5%
Utah	714	711	718	100.9%
Vermont	397	331	331	100.0%
Virginia	1,811	1,765	1,737	98.4%
Washington	1,936	1,826	1,772	97.1%
West Virginia	1,015	1,036	1,007	97.2%
Wisconsin	2,018	1,974	1,848	93.6%
Wyoming	415	407	376	92.3%

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public School Universe, 1990-91.

Table XII-5.--Number of private schools, K-12 students, and K-12 teachers by private school type, 1989-90 Private School Survey (PSS) frame to 1990-91 SASS comparison

School type	Schools in PSS	Schools in SASS	SASS as a percent of PSS	Students in PSS	Students in SASS	SASS as a percent of PSS	FTE Teachers in PSS	FTE Teachers in SASS	SASS as a percentage of PSS
All private schools[1]	26,711	26,191	98.1%	--	–	–	–	–	–
Final weighted count of schools	N/A	24,690	92.4%	4,824,732	4,673,878	96.9%	330,916	324,748	98.1%
Private school type									
Catholic	9,048	8,731	96.5%	2,632,680	2,555,932	97.1%	143,855	132,511	92.1%
Parochial	5,789	5,437	93.9%	1,553,614	1,363,832	87.8%	78,726	69,096	87.8%
Diocesan	2,329	2,400	103.0%	735,717	833,311	113.3%	40,396	40,131	99.3%
Private order	930	894	96.1%	343,349	358,789	104.5%	24,733	23,284	94.1%
Other religious	12,872	11,476	89.2%	1,556,783	1,468,533	94.3%	117,821	120,352	102.1%
Conservative Christian	4,063	4,045	99.6%	527,252	546,928	103.7%	38,767	42,114	108.6%
Affiliated	4,084	4,262	104.4%	620,081	631,919	101.9%	45,641	44,085	96.6%
Unaffiliated	4,725	3,169	67.1%	409,450	289,686	70.8%	33,413	34,154	102.2%
Non-sectarian	4,791	4,483	93.6%	635,269	649,414	102.2%	69,240	71,885	103.8%
Regular	2,011	1,950	97.0%	387,450	431,748	111.4%	38,556	36,206	93.9%
Special emphasis	1,842	1,700	92.3%	176,081	157,972	89.7%	18,600	25,154	135.2%
Special education	938	833	88.8%	71,738	59,694	83.2%	12,084	10,525	87.1%

--Basic-weighted counts of data do not include adjustment for noninterviews; hence, are not applicable.

[1] The PSS count of schools includes some which are not eligible for SASS; the SASS count of all schools is the basic-weighted count, or the count of all schools originally sampled. The basic-weighted count includes schools which are determined as out-of-scope after sampling.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire and Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989-90.

D. Teacher Questionnaires (SASS-4A and 4B)

Table XII-6 shows the comparison of FTE teachers reported by CCD for 1990-91 and the number of teachers from the SASS teacher file. Column 1 shows the number of FTE teachers reported on CCD, column 2 the SASS estimate, and column 3 the SASS estimate as a percent of CCD estimates.

The comparison revealed that the SASS estimate differed from the CCD estimate by more than 20 percent for only one state (South Dakota). One state differed by 15-20 percent (Wisconsin), nine states differed by 10-15 percent (Alabama, Hawaii, Iowa, Kansas, Massachusetts, Montana, New Jersey, Pennsylvania, and Rhode Island), 12 states differed by 5-10 percent (Arkansas, Colorado, Georgia, Illinois, Maryland, New Mexico, North Carolina, North Dakota, South Carolina, Vermont, Washington, and Wyoming), and the remaining 27 states plus the District of Columbia were within 5 percent. Although estimates for several states were high, a comparison of 1987-88 SASS with CCD to 1990-91 SASS with CCD shows that the differences between SASS and CCD estimates have decreased.

Other aspects of reviewing the SASS teacher data can be found in "Results of Data Checking on 1991 SASS 4A/B (version 8)".[18]

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[18] Bobbitt, S. "Results of Data Checking on 1991 SASS 4A/B (Version 8)". Internal memorandum available from the U.S. Department of Education, National Center for Education Statistics, (Washington, D.C.: December 2, 1992).

Table XII-6.--Estimated number of teachers (FTEs) by state compared with 1990-91 Common Core of Data*

State	1990-91 CCD FTEs	1990-91 SASS FTEs*	SASS as a percent of CCD
50 States and D.C.	2,397,351	2,464,510	102.80%
Alabama	36,266	40,862	112.67%
Alaska	6,710	6,727	100.25%
Arizona	32,987	31,845	96.54%
Arkansas	25,984	27,662	106.46%
California	217,228	208,543	96.00%
Colorado	32,342	34,615	107.03%
Connecticut	34,549	34,808	100.75%
Delaware	5,961	5,937	99.60%
District of Columbia	5,950	5,899	99.14%
Florida	108,088	106,483	98.52%
Georgia	63,058	66,390	105.28%
Hawaii	9,083	10,256	112.91%
Idaho	11,254	11,439	101.64%
Illinois	108,775	119,400	109.77%
Indiana	54,509	55,840	102.44%
Iowa	31,045	34,889	112.38%
Kansas	29,140	32,117	110.22%
Kentucky	36,777	37,818	102.83%
Louisiana	45,704	ERR	
Maine	15,513	15,814	101.94%
Maryland	42,562	39,536	92.89%
Massachusetts	54,003	60,289	111.64%
Michigan	80,008	79,219	99.01%
Minnesota	43,753	45,797	104.67%
Mississippi	28,062	29,070	103.59%
Missouri	52,304	54,494	104.19%
Montana	9,613	11,004	114.47%
Nebraska	18,764	19,160	102.11%
Nevada	10,373	10,408	100.34%
New Hampshire	10,637	10,928	102.74%
New Jersey	79,886	90,556	113.36%
New Mexico	16,703	18,115	108.45%
New York	176,390	169,724	96.22%
North Carolina	64,283	68,037	105.84%
North Dakota	7,591	8,211	108.17%

Table XII-6.--Estimated number of teachers (FTEs) by state compared with 1990-91 Common Core of Data (continued)

State	1990-91 CCD FTEs	1990-91 SASS FTEs*	SASS as a percent of CCD
Ohio	102,714	104,324	101.57%
Oklahoma	37,221	38,921	104.57%
Oregon	26,163	26,262	100.38%
Pennsylvania	100,275	110,400	110.10%
Rhode Island	9,522	10,595	111.27%
South Carolina	36,963	39,178	105.99%
South Dakota	8,511	11,212	131.74%
Tennessee	43,051	44,183	102.63%
Texas	219,298	212,475	96.89%
Utah	17,884	18,691	104.51%
Vermont	7,257	6,890	94.94%
Virginia	63,638	60,933	95.75%
Washington	41,764	45,161	108.13%
West Virginia	21,476	22,538	104.95%
Wisconsin	49,302	57,726	117.09%
Wyoming	6,784	7,425	109.45%

*The SASS FTE calculation is an approximate estimate based upon the full-time to part-time status of each teacher.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public School Universe, 1990-91.

XIII. Cautions Concerning the Measurement of Change Estimates using 1987-88 and 1990-91 SASS

XIII. Cautions Concerning the Measurement of Change Estimates using 1987-88 and 1990-91 SASS

Care must be taken estimating 1987-88 to 1990-91 change in a SASS data element, because some of the measured change may not be attributable to a change in the education system (like a 3% drop in enrollment). Some of the change may be due to changes in the design. Below are design changes in the 1990-91 SASS that might partially contribute to difficulties in measuring change.

> ***Changing the sampling frame from QED to CCD.*** This is a concern because the definition of a school is different between the two frames. 1987-88 SASS (QED) defines a school as a physical location, while 1990-91 SASS (CCD) defines a school as an administrative unit with a principal. In states which have multiple administrative units in one physical location, the estimated number of schools could decrease. This decrease is at least partially caused from the definition difference.
>
> It is possible to collapse the 1990-91 SASS data to the QED school as it was defined in the 1987-88 SASS; thereby eliminating this concern. However, these estimates may no longer be consistent with CCD estimates.
>
> To the extent that the coverage between CCD and QED are different, then part of the change in school related estimates can be attributable to this coverage difference.
>
> ***Private school sampling frame.*** Some differences exist between the number of schools on the private school frames used in the 1987-88 SASS and the 1990-91 SASS, and the number of schools on the respective SASS surveys. The sampling frame for private schools in the 1987-88 SASS was based on the 1986 Quality Education Data (QED) file of private schools. The QED was supplemented with 17 private school association lists and an area frame component to reflect schools missing from the list frame. The frame excluded both duplicate and out-of-scope schools as determined in a matching operation. Additional duplicate and out-of-scope schools were found during the SASS data collection and processing. The affect of the additional deleted schools, as found in SASS, was that the weighted estimate of number of schools from the frame was 31,848, while the weighted estimate of schools from the SASS was 26,807. In the first cycle of SASS, a rudimentary matching operation and the actual SASS data collection identified duplicates and out-of-scopes.
>
> The frame for the 1990-91 SASS was the 1989-90 Private School Survey (PSS). The PSS methodology was similar to the 1987-88 SASS frame in that the QED file of private schools was updated with association lists and an area frame component. Duplicates were excluded through an improved matching operation; however, the development of the PSS universe differed somewhat from the previous private school universe development because all private schools were asked to update collection. This PSS operation reduced the number of schools on the frame prior to the 1990-91 SASS data collection. The weighted number of schools on the 1989-90 PSS was 26,712, while the weighted number of schools from the 1990-91 SASS was 24,690.

In SASS, additional out-of-scope schools were identified and the design did not allow a reclassification of the out-of-scope schools in the 1989-90 PSS to an in-scope school in the SASS.

Adjusting the estimated number of teachers from the teacher file to the estimated number of teachers from the school file. This was done to make estimates from the two files more consistent. Since this was not done in the 1987-88 survey, some of the distributional difference between the 1987-88 and 1990-91 teacher files may be partially attributable to this adjustment. In the public 1987-88 files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1990-91 files, the teacher file counts are increased to equalize the estimates between the teacher and school files. This increase is not a change in the educational system, but a bias correction between the files.

Missing data on the administrator and teacher files are imputed. All data files are adjusted for complete refusals. However, for the 1987-88 administrator and teacher files, missing data elements within responding units are not imputed. Hence, estimates of totals use a value of zero for all missing data elements (i.e., 1987-88 totals are underestimates whenever there are missing data). The 1990-91 estimates of totals use imputed values for missing data elements. Therefore, some of the measured change between the 1987-88 and 1990-91 totals is inflated to correct for a bias in the 1987-88 estimates. This inflation is not due to a change in the educational system.

Change estimates for ratios and averages are also inflated/deflated to correct for a possible bias in the 1987-88 estimates. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest.

Questionnaire and Conceptual Differences. Care must also be observed in the interpretation of change estimates between 1988 and 1991 since specific questions are not always worded the same from the first SASS survey to the second. Both major and minor changes in wording of specific items occur; the ordering of items may be different and concepts can be different.

As an example, in both the 1987-88 and 1990-91 SASS, the question, "Which best describes the community in which the school is located?" was asked of the respondent to the school survey. The SASS reinterview program in both 1988 and 1991 determined the responses to this item were highly subjective and exhibited moderate response variance. As a result of this finding, the 1990-91 SASS microdata files contain an "urbanicity" code (LOCALE) developed by Johnson (1989)[19]. This code is believed to be a more accurate description of the community than the self-reports on SASS. This methodology assigns "type of locale codes" based on the school mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This rigorously defined locale code on the 1991 SASS files is conceptually different from the self-report of community type found on the 1987-88 SASS files.

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[19] Johnson, F. (1989), *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, National Center for Education Statistics Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194.

Rewording a question or moving a question to another part of the questionnaire can affect the size of the estimates. This "change" occurs because the context for responding to the question has changed, and the question now may measure something different than it did originally. An example of items changing between the 1987-88 SASS and the 1990-91 SASS is the question about student participation in a vocational or technical program. In the 1987-88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students' grade levels included in the 1987-88 number of vocational program students. However, in the 1990-91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990-91 is part of a sequence of items on enrollment of the school's students in the academic, vocational, or general high school curriculum. The two estimates, from 1987-88 and 1990-91, are not strictly comparable and do not measure the same group of vocational students.

Another change in the administrator and teacher questionnaires from the 1987-88 SASS was in the layout of college major field codes. In both years, the college major field codes were grouped into either Education or General majors. The 1987-88 version put the General major codes at the top of the list (Administrators) or at the left-hand side of the page (Teachers). This meant that the first major encountered for a math teacher would be "Mathematics" rather than "Mathematics education." Because more teachers (and many administrators) major in education with a specialization in an academic field than in the general field, the order was switched in 1990-91. This has resulted in more mathematics teachers, for example, reporting a mathematics education major in 1990-91 than in 1987-88. Such a change could be due in large part to teachers noticing "Mathematics education" first, rather than "Mathematics," and to a lesser extent, the real changes between two survey years.

Calculating the Standard Error for a Cross-Year Comparison. When analyzing the change between two survey collections, such as between 1987-88 and 1990-91, the following t statistic should be computed:

$$t=\frac{P_1-P_2}{\sqrt{se_1^2+se_2^2}}$$

where P1 and P2 are the estimates to be compared and se1 and se2 are the standard errors for time 1 and time 2, respectively. This formula is valid only for independent estimates.

XIV. Confidentiality Protection Measures

XIV. Confidentiality Protection Measures

The 1990-91 Schools and Staffing Survey data are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 1221e-1] and the Carl D. Perkins Vocational Education Act.

Under Public Law 100-297, the National Center for Education Statistics is responsible for protecting the confidentiality of individual respondents and releases data tapes for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing public-use data tapes for release. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections.

The data tapes are made available in an abridged form to researchers and the general public. Identification elements on these public-use tapes are coded or deleted to protect the confidentiality of survey participants. Researchers who meet a set of qualifications described in Section B may purchase restricted-use tapes containing identification codes that facilitate linkage between surveys for statistical research purposes.

A. Public-Use Files

The public-use data tapes include Census region and state codes. Census region is defined in the codebooks; all region codes are based upon physical location of the school. State codes, however, were scrambled so as to prevent their use for state-level data. These codes may be used to link the various datasets together though. This allows the Teacher Demand and Shortage file to be linked with the Public School, Administrator, and Teacher files without State identification.

The Teacher Demand and Shortage File for public schools was separated into two parts: demand and shortage data and district policy information. The demand and shortage data are contained on a separate tape which is unlinked and unmasked. The district policy information was attached to school records and, thus, allows linkage with school, principal, and teacher information.

The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics. Each of the three primary divisions (Catholic, Other Religious and Non-sectarian) are subdivided into three additional groups: Catholic into Parochial, Diocesan, and Private Order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Non-sectarian into Regular program, Special emphasis, and Special Education. This typology starts with the three-group categorization (Catholic, Other Religious, and Nonsectarian), and further subdivides each group into three additional groups. Catholic school types include Parochial, Diocesan, and Private types; Other Religious schools include those affiliated with a Conservative Christian school association, those affiliated with national denomination or other religious school association, and those that are Unaffiliated; Nonsectarian school types include Regular programs, Special emphasis, and Special education. Information on the rationale for the development of the typology can be found in the technical report entitled *Diversity of Private Schools*.[20] Original affiliation identifiers were removed and each school was recoded according to the typology.

On the School, Administrator, and Teacher files, continuous variables that would permit disclosure of school, teacher, or administrator identity have been collapsed into categories and top- and bottom-coded. On the School file, for example, enrollment, number of teachers, community type, percent minority enrollment, and school level were coded. On the Administrator and Teacher files, income and age were coded.

Some categorical variables that were a disclosure problem have been recoded into new categories. The new categories are defined for the appropriate source codes on the tape record layouts. A few items have been deleted from the files altogether because of disclosure problems. For example, the school names and addresses have been deleted from the file to protect the identity of individual schools.

B. Restricted-Use Files

As discussed in the previous section, some elements on the public-use tapes are coded or deleted to protect the confidentiality of individual administrators or teachers. School, administrator, and teacher files may be linked within SASS but individuals data such as specific salary or race are not on the public-use file. Researchers who can demonstrate a need for more detailed information may request access to restricted-use tapes containing identification codes that facilitate linkage between surveys for statistical research purposes.

Researchers requesting access to the restricted-use tapes must obtain a license to use these data by providing the following information:

- The title of the survey(s) to which access is desired.
- A detailed discussion of the statistical research project which necessitates accessing the NCES survey.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.

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[20] McMillen, M. and Benson P. (1991), *Diversity of Private Schools*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, Technical Report (NCES 92-082).

- The number, names(s), and title(s) of professional and technical staff who will be accessing the survey data base.
- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer media format and conversion (e.g., 9-track tape, CD ROM and ASCII, EBCDIC).

Return all of the above information to:

Associate Commissioner for Statistical
Standards and Methodology
NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

After reviewing the information, the Associate Commissioner for Statistical Standards and Methodology will inform the requester whether a license to use the restricted data is approved.

Researchers and/or institutions that violate the agreement are subject to a fine of not more than $250,000 (under 18 U.S.C. 3559 and 3571) or imprisonment for not more than five years, or both.

C. File Linkage

When each school was selected for the Public and Private School Survey samples, its principal was also selected for the Administrator Survey and a sample of teachers at that school was selected for the Teacher Survey. For public schools, the school district, or local education agency (LEA), with jurisdiction over the sample school was selected for the Teacher Demand and Shortage Survey.

Each school can be linked to the records for its principal and sample teachers by the first ten digits of the variable CNTL_NUM (control number). However, the records for school districts on the Teacher Demand and Shortage Survey file cannot be linked to the public schools, administrators, or teachers because the variable CNTL_NUM has been changed to protect the confidentiality of individual schools, principals, and teachers.

D. Treatment of BIA Schools

Data on BIA schools, principals, and teachers were not included on the public use tape because the risk of identifying an individual school was too high (there were 101 schools sampled out of a universe of 150 schools). Instead, the data are released on a separate restricted-use tape. This tape can be merged with the other restricted-use tape by licensed users for analysis purposes, if desired.

XV. Created Variables

XV. Created Variables

A. Variables Added to the Datafile

Several analysis variables were added to the restricted-use datafiles and public-use datafiles (unless otherwise noted) for data users' convenience:

1. School level (SCHLEVEL) - Administrator and School files

School level is defined as elementary, secondary, or combined, where a combined school has some elementary and also some secondary grades. There was a school level variable asked on the questionnaire, but school respondents classify their schools in different ways for the middle grades. Therefore, the following definition of school level was used to determine a consistent school level, and replaces the self-assigned school level:

1. Elementary if the school has only grades below 8th grade;
2. Secondary if the school has grades between 7th and 12th;
3. Combined if the school has any other combination of grades.

Two examples of a combined school level are 4-8 and 5-12. Secondary schools can have any combination of grades between 7th and 12th grade.

2. Type of private school (TYPOLOGY) - Administrator and School files

There is a wide diversity among private schools, between types of religiously-oriented schools, non-sectarian and special-purpose schools. NCES has adopted a nine-level grouping of private schools, developed by McMillen and Benson (1991)[21]:

1. Catholic, Parochial
2. Catholic, Diocesan
3. Catholic, Private order
4. Other religious, Conservative Christian
5. Other religious, denomination-affiliated
6. Other religious, unaffiliated
7. Non-sectarian, regular program
8. Non-sectarian, special emphasis program
9. Non-sectarian, special education program

3. 3-Level Affiliation (AFFIL) - Administrator and School files

These nine levels are also consolidated into the three major affiliation categories traditionally reported by NCES: Catholic, other Religious, and Non-sectarian. Typology levels

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[21] McMillen, Marilyn M. and Peter F. Benson. (1991). *Diversity of Private Schools*. NCES Technical Report 92-082. Washington: Office of Educational Research and Improvement.

1-3 are the Catholic affiliations, 4-6 are Other religious affiliations, and 7-9 are Non-sectarian affiliations.

4. Community type (LOCALE) - Restricted-use file (Administrator and School)

The community type in which the school operates is based upon the Census definition of community size and its relation to urbanized or rural places (see Johnson, 1989)[22]. Although SASS collects a self-reported variable, it is subject to misclassification, because respondents tend to report the size of the immediate area without regard to its urban, suburban, or rural status. The self-reported community type has been replaced by one determined from the ZIP Code of the school, and matched to the Census community size for that ZIP Code. LOCALE is derived for the public schools by matching to the LOCALE code on the Common Core of Data School file, and is derived for the private schools by copying the algorithm from CCD and applying it to the ZIP codes of private schools.

1. Large city - central city of a standardized metropolitan area having a population greater than or equal to 400,000 or a population density greater than or equal to 6,000 people per square mile.

2. Mid-size city - central city of a standardized metropolitan area having a population less than 400,000 and a population density less than 6,000 people per square mile.

3. Urban fringe of large city - place within a metropolitan area of a large city and defined as urban by Census (i.e., within same county).

4. Urban fringe of mid-size city - place within a metropolitan area of a mid-size city and defined as urban.

5. Large town - a town not inside a metropolitan area, with a population greater than or equal to 25,000.

6. Small town - a town not within a metropolitan area and with a population less than 25,000 but greater than 2,500.

7. Rural - a place with fewer than 2,500 people or a place designated as rural by Census.

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[22] Johnson, Frank. (1989). *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe.* NCES Technical Report CS 89-194. Washington: Office of Educational Research and Improvement.

5. Teaching Level (LEVEL) - Teacher file only

1. *Elementary* - An elementary teacher was one who, when asked for grades taught, checked:

    - Only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; or

    - 6th grade or lower, or "ungraded" and no grade higher than 6th; or

    - 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or

    - 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

2. *Secondary* - A secondary teacher was one who, when asked for grades taught, checked:

    - "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or

    - 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or

    - 9th grade or higher, or 9th grade or higher and "ungraded"; or

    - 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or

    - 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

    - 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

6. Urbanicity Codes for School Districts - Restricted-use file (School)

As LOCALE codes have not been developed for districts, several other geographic identifiers are included on the restricted-use file only for research purposes. These identifiers are:

a. State and County FIPS code (STCNTY) - The standardized FIPS code for a county, combined with the FIPS code for the State. This five-digit code can be looked up in the FIPS publication cited in the User's Notes (see Section XVI).

b. CMSA code (CMSA) - This four-digit code identifies the specific metropolitan statistical area as defined by OMB and can also be looked up in another FIPS guide. MSAs are areas with at least 50,000 people or with more than one city with population totaling at least 50,000. There is no code for non-MSA districts.

c. Metropolitan status code (MSC88) - This is a categorical variable, assigned to every district relative to its metropolitan status:

1. Urban area, primarily inside central city;
2. Urban area, primarily outside central city;
3. Non-urban area.

This variable is on the Common Core of Data file and assigned by NCES.

7. Percent minority (PMINENR) - Administrator and School files

This variable is computed from the SASS student race/ethnicity counts. The sum of students of all racial/ethnic groups other than White is calculated as a percentage of students of all race/ethnicity groups, and categorized as follows:

1. Less than 20 percent.
2. 20 percent or greater.

B. Analysis Variables Used in NCES Publications

1. School size - Public-use school file

This variable is a categorization of the total enrollment for a school:

1. Less than 150 students;
2. Between 150 and 500 students;
3. From 500 to 750 students;
4. 750 students or greater.

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While these categories do not suit all analyses, NCES uses them in comparing public and private schools -- private schools tend to have smaller enrollments on average than public schools. In addition, schools in more rural areas also tend to have fewer students, so that for comparisons including all states, smaller size categories make sense. There is less differentiation among the larger enrollment schools than among other schools in this particular set of enrollment groups.

2. School's Urbanicity (LOCALE) - Public-use file version of community type

This variable is a recoding of LOCALE:

1. Central city = LOCALE codes 1 or 2;
2. Urban fringe or Large town = LOCALE codes 3 through 5;
3. Small town = LOCALE codes 6;
4. Rural = LOCALE code 7.

Urban, suburban, small town and rural designations coded this way conform to Bureau of the Census' geographic definitions of urbanicity (and OMB's list of Metropolitan Statistical Areas). "Central city" is more specific than the "urban" category used in past SASS reports (data from 1987-88) and excludes some areas which are urban but not large enough to have a central city. Also, "urban fringe and large town" includes more than the old category "suburban," as large towns that qualify as part of an MSA but without a central city would change categories. Small towns are being kept separate from rural areas, as some users have requested this distinction.

3. Highest degree earned (Administrators and Teachers) - Not on datafiles

The highest degree earned is a recoding of the various academic degrees received variables into:

1. Less than or equal to a bachelor's degree (If TSCO45 not equal to 1 and TSCO52 not equal to 2 and TSCO55 not equal to 3 then HIDEGREE = Bachelor's or less);

2. Master's degree or above (If TSCO45 equals 1 or TSCO52 equals 2 or TSCO55 equals 3 then HIDEGREE = Master's or above).

4. New Teacher or Experienced Teacher (TNEWID) - Public-use and Restricted-use Teacher files

"New" teachers are defined as having taught for 3 years or less, either in the public or private schools. This variable is defined prior to obtaining the teacher data, by the school's principal. It can be found among the sampling variables towards the end of the Teacher file codebook.

XVI. User Notes

XVI. User Notes

Subsetting a file

Each component within SASS is a distinct record on the datafile: districts, public administrators, private administrators, public schools, private schools, public teachers, and private teachers. The codebooks for each component cover both the public and private records; in addition, on the restricted-use school file and to a lesser extent, on the public-use file, the district records are combined with the school records. In order to do an analysis on any one component without extraneous "noise" from other components, the programmer or researcher has to subset the file by the variable SURVEY.

FIPS codes

FIPS stands for **Federal Information Processing Standards**. FIPS publications are produced by the U.S. Department of Commerce's National Institute of Standards and Technology (NIST). These codes standardize numeric codes for geographic areas. The detailed names of counties and corresponding codes are published in FIPS Publication 6-4, "Counties and Equivalent Entities of the United States, Its Possessions, and Associated Areas," while the names and codes for Metropolitan Statistical Areas are contained in FIPS Publication 8-5, "Metropolitan Statistical Areas (including CMSAs, PMSAs, and NECMAs)." Copies of FIPS Publications 6-4 and 8-5 are available for sale by the National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, VA. Write or call the NTIS Computer Products Office at 703/487-4650 for cost and ordering information. When ordering, refer to Federal Information Processing Standards Publication 6-4 (FIPSPUB6-4) or Federal Information Processing Standards Publication 8-5 (FIPSPUB8-5) and its title.

Calculation of Average Years of Teaching Experience

Items 10 and 11 on the Teacher Questionnaire ask about the years of full- and part-time teaching experience that the teacher has in both public and private schools. Public school teachers are skipped out of the questions on private school experience if they've never taught in private schools. similarly, private school teachers are skipped out of the questions on public school experience if they've never taught in public schools. As a result of this skip pattern, public school teachers who have never taught in private schools will have a value of "missing" on the file for the variables FTPVT and PTPVT; private school teachers who have never taught in public schools will have a value of "missing" on the file for the variables FTPUB and PTPUB.

To calculate the average number of years that all public school teachers have taught in private schools, or the average number of years that all private school teachers have taught in public schools, you should recode these missing values to zeros. Otherwise, the average that you calculate will reflect the average number of years that public school teachers have taught in private schools only for those public school teachers who have ever taught in private schools, or the average number of years that private school teachers have taught in public schools only for those private school teachers who have ever taught in pubic schools.

This recoding will not be necessary if you are interested in the total years of teaching experience in both sectors because the missing values will be treated as zeroes in the sum (FTPUB + FTPVT) or (PTPUB + PTPVT) or (FTPUB + PTPUB + FTPVT + PTPVT).

APPENDICES

Appendix A. Definitions

The following survey terms are defined as they apply to SASS.

Local Education Agency (LEA). An LEA, or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services.

Districts that do not operate schools but employ teachers, are included. For example, some states have special education cooperatives that employ special education teachers who teach in schools in more than one school district.

Public School. A public school is defined as an institution that provides educational services for at least one of grades 1 through 12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included.

Private School. A private school was defined as a school not in the public system that provides instruction for any of grades 1 through 12 where the instruction was not given in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1-12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher.)

Indian School. An Indian school is defined as a school outside the local public school system that is operated by Indian tribes, the Bureau of Indian Affairs (BIA), or by Indian tribes under contract with the BIA. Most, but not all, of the BIA schools are located on reservations.

Teacher. A teacher is defined as any full-time or part-time teacher whose primary assignment was teaching in any of grades K-12. Itinerant teachers are included, as well as long-term substitutes who were filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (for example, a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers, student teachers, nonteaching specialists (e.g., guidance counselors and librarians), administrators, teacher's aides and support staff are not included.

Experienced teachers. Experienced teachers are teachers who have taught more than three years, according to the school's report.

New teachers. New teachers are teachers in their first, second, or third year of teaching, according to the school's report.

Elementary School. A school is defined as elementary if it has no grade higher than eight and at least one of grades 1-6. For example, schools with grades K-6, 1-3, or 6-8 are classified as elementary schools.

Secondary School. A school is defined as secondary if it has no grade less than seven and at least one of grades 7-12. For example, schools with grades 9-12, 7-8, 10-12, or 7-9 are classified as secondary schools.

Combined School. A school is defined as combined if it has at least one grade of six or below and at least one grade of nine or above. For example, schools with grades K-12, 6-12, 6-9, or 1-12 are classified as combined schools. Schools in which students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Special Education School. Special education schools focus primarily on direct instructional activities required to educate students with mental handicaps, such as mental retardation; physical handicaps, such as hearing- and speech-impairment, and learning disabilities, such as dyslexia.

Vocational Education School. Vocational schools are schools which primarily serve students who are being trained for semi-skilled or technical occupations.

Alternative Education School. Alternative education schools are schools that address needs of students that typically cannot be met in a regular school. They provide nontraditional education, and may serve as an adjunct to a regular school. They fall outside of the categories of regular, special education, and vocational education.

Native American schools. In order to improve estimates of the Native American (American Indian, Aleut, or Eskimo) student population, the sample of public schools was divided into two strata: Native American schools and all other schools. The Native American school stratum contained all public schools with a population of at least 25% American Indian, Aleut, or Eskimo students, based upon the school's Common Core of Data report in 1988-89.

QED school. Quality Education Data is a privately collected database of all public and private schools in the United States. QED defines a school as a physical building, regardless of the administrative structure of the school or schools within a single building per school. This differs from the CCD definition of a school as a single administrative unit, regardless of how many school buildings are occupied.

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and State in the United States; state codes are listed in the codebooks, while the county codes may be looked up in NIST publications. See the User's Notes section for further information.

Full-Time Equivalent. Full-Time Equivalent (FTE) describes the number of teaching positions in terms of an average full-time position. The FTE calculation for an individual teacher is a factor applied to the teacher's weight based upon the teacher's full-time or part-time status as reported in item 2: a full-time teacher is weighted as 1.0 position, 3/4 but less than full-time is weighted as .875 position, half-time but less than 3/4 time is weighted as .625 position, less than half-time but greater than 1/4 time is weighted as .375 position, and less than 1/4 time is weighted as .125 position.

Imputed Data. Imputed data refers to data obtained within the same record or altered to be consistent with other data within the same record.

Donor-based imputation. Donor-based imputation refers to selecting data for an item from a respondent with similar characteristics (i.e., a hot-deck matched donor).

Elementary school teacher. Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. An elementary school teacher was one who, when asked for the grades taught, checked:

- Only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or "ungraded" and no grade higher than the 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

Secondary school teacher. Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. A secondary school teacher was one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or

- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Private school typology. Private schools were assigned to one of three major categories, and within each major category, one of three subcategories. The categories and subcategories are:

> 1) Catholic - parochial, diocesan, and private order; 2) other religious - affiliated with the Conservative Christian School Association, affiliated with a national denomination, and unaffiliated; and 3) nonsectarian - regular, special program emphasis, and special education.[1]

Census Region.

Northeast contains these states:

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

Midwest contains these states:

Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South contains these states:

Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West contains these states:

Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

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[1] See M. McMillen and P. Benson, *Diversity of Private Schools*, Technical Report, NCES 92-082 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991).

Appendix B. Crosswalk between items in the 1987-88 and 1990-91 SASS

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
DSC011	EMPLYTCH	011
DSC012	LASTPK	015
DSC013	NOWPK	014
DSC014	LASTKG	017
DSC015	NOWKG	016
DSC016	LAST1_6	019
DSC017	NOW1_6	018
DSC018	LAST7_12	021
DSC019	NOW7_12	020
DSC020		
DSC021		
DSC022	TPKLAST	034
DSC023	TPKNOW	033
DSC024	TKGLAST	036
DSC025	TKGNOW	035
DSC026	T1_6LAST	038
DSC027	T1_6NOW	037
DSC028	T7_12LST	040
DSC029	T7_12NOW	039
DSC030	TTOTLAST	044
DSC031	TTOTNOW	043
DSC032		
DSC033		
DSC034		
DSC035		
DSC036		
DSC037		
DSC038		
DSC039		
DSC040		
DSC041		
DSC042		
DSC043		
DSC044		
DSC045		
DSC046		
DSC047	TTOTK_12	045
DSC048	VACANCY	047
DSC049	ABOLISHD	048
DSC050		
DSC051	APPROVED	049
DSC052	CERTIFY	046
DSC053	NEWHIRES	050
DSC054	NEWCERTS	051
DSC055		

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
DSC056		
DSC057		
DSC058		
DSC059		
DSC060		
DSC061		
DSC062		
DSC063		
DSC064		
DSC065		
DSC066		
DSC067		
DSC068		
DSC069		
DSC070	MEDICAL	059
DSC071	DENTAL	060
DSC072	LIFE	061
DSC073	PENSION	062
DSC074	HOUSING	063
DSC075	MEALS	064
DSC076	TRANSPT	065
DSC078	TUITION	066
DSC079		
DSC080		
DSC081	LNGTHYR	068
DSC082		
DSC083	MINMASTR	071
DSC084	MAXMASTR	072
DSC085		
DSC086	MERITPAY	076
DSC087	MERITCS	077
DSC088	MERITSTP	078
DSC089	MERITINC	079
DSC090	INCENTIV and SHORTAGE	080 and 084
DSC091	INCNTCSH	081
DSC092	INCNTSTP	082
DSC093	INCNTINC	083
DSC094		
DSC095	SHORTCSH	085
DSC096	SHORTSTP	086
DSC097	SHORTINC	087
DSC098		
DSC099	SHRTSPEC	088
DSC100	SHRTMATH	089
DSC101	SHRTCOMP	090
DSC102	SHRTPHYS	091
DSC103	SHRTBIO	092
DSC104	SHRTESOL	093
DSC105	SHRTLANG	094
DSC106	SHRTOTHR	096

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
DSC107	RETRAING	097
DSC108	RESPECL	098
DSC109	REMATH	099
DSC110	RECOMP	100
DSC111	REPHYS	101
DSC112	REBIO	102
DSC113	RESOL	103
DSC114	RELANG	104
DSC115	REOTHER	106
DSC116	FULLCERT	108
DSC117	EMERCERT	109
DSC118	TEACHED	110
DSC119	MAJORFLD	111
DSC120	DISTEST	112
DSC121	STABASIC	113
DSC122	STASUBJ	114
DSC123	NTEPASS	115
DSC124	RETIREMT	116
DSC125		
DSC126		
DSC127		
DSC128		
DSC129		
DSC130* **Question asked in different ways - 88 asks respondent to mark the box if grades 10-12 are served; 91 has yes and no boxes*	ENROLHS	121
DSC131		
DSC132	YRSENGL	122
DSC133		
DSC134	YRSMATH and YRSCOMP	123 and 124
DSC135		
DSC136	YRSSOC	125
DSC137		
DSC138	YRSSCI	126
DSC139		
DSC140	YRSLANG	127
DSC141		
DSC142		
DSC143	YRS3_4	128
DSC144		
DSC145		
DSC146		
DSC147		
DSC148		
DSC149	AMINDIST	129
DSC150	ASIADIST	130
DSC151	HISPDIST	131

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
DSC152	BLKDIST	132
DSC153	WHTDIST	133
DSC154	TCHAMIND	134
DSC155	TCHASIAN	135
DSC156	TCHISPNC	136
DSC157	TCHBLACK	137
DSC158	TCHWHITE	138
DSC159		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Teacher Demand and Shortage Questionnaire for Private Schools (SASS 1B)

TDS Form 1987-88 Variable name	Private School Form 1990-91 Variable name	1990-91 Source code
DSC011		
DSC012		
DSC013	NUMBRPK	019
DSC014		
DSC015	NUMBRKG	021
DSC016		
DSC017		
DSC018		
DSC019		
DSC020		
DSC021		
DSC022	TPKLAST	168
DSC023	TPKNOW	167
DSC024	TKGLAST	170
DSC025	TKGNOW	169
DSC026	T1_6LAST	172
DSC027	T1_6NOW	171
DSC028	T7_12LST	174
DSC029	T7_12NOW	173
DSC030	TTOTLAST	178
DSC031	TTOTNOW	177
DSC032		
DSC033		
DSC034		
DSC035		
DSC036		
DSC037		
DSC038		
DSC039		
DSC040		
DSC041		
DSC042		
DSC043		
DSC044		
DSC045		
DSC046		
DSC047	TTOTK_12	179
DSC048	VACANCY	181
DSC049	ABOLISHD	182
DSC050		
DSC051	FULTEACH	209
DSC052		
DSC053	NEWHIRES	184
DSC054	NEWCERTS	185
DSC055		
DSC056		
DSC057		

Teacher Demand and Shortage Questionnaire for Private Schools (SASS 1B)

TDS Form 1987-88 Variable name	Private School Form 1990-91 Variable name	1990-91 Source code
DSC058		
DSC059		
DSC060		
DSC061		
DSC062		
DSC063		
DSC064		
DSC065		
DSC066		
DSC067		
DSC068		
DSC069		
DSC070	MEDICAL	307
DSC071	DENTAL	308
DSC072	LIFE	309
DSC073	PENSION	310
DSC074	HOUSING	311
DSC075	MEALS	312
DSC076	TRANSPT	313
DSC077	SCHOLAR	314
DSC078	TUITION	315
DSC079		
DSC080		
DSC081	LNGTHYR	269
DSC082	MINBACH	271
DSC083		
DSC084		
DSC085		
DSC086	MERITPAY	279
DSC087	MERITCS	280
DSC088	MERITSTP	281
DSC089	MERITINC	282
DSC090	SHORTAGE	283
DSC095	SHORTCSH	284
DSC096	SHORTSTP	285
DSC097	SHORTINC	286
DSC099	SHRTSPEC	287
DSC100	SHRTMATH	288
DSC101	SHRTCOMP	289
DSC102	SHRTPHYS	290
DSC103	SHRTBIO	291
DSC104	SHRTESOL	292
DSC105	SHRTLANG	293
DSC106	SHRTOTHR	295
DSC107	RETRAING	296
DSC108	RESPECL	297
DSC109	REMATH	298
DSC110	RECOMP	299
DSC111	REPHYS	300

Teacher Demand and Shortage Questionnaire for Private Schools (SASS 1B)

TDS Form 1987-88 Variable name	Private School Form 1990-91 Variable name	1990-91 Source code
DSC112	REBIO	301
DSC113	RESOL	302
DSC114	RELANG	303
DSC115	REOTHER	305
DSC116	FULLCERT	326
DSC117	EMERCERT	327
DSC118	TEACHED	328
DSC119	MAJORFLD	329
DSC120	DISTEST	330
DSC121	STABASIC	331
DSC122	STASUBJ	332
DSC123	NTEPASS	333
DSC124	RETIREMT	319
DSC125		
DSC126		
DSC127		
DSC128		
DSC129		
DSC130		
DSC131		
DSC132		
DSC133		
DSC134		
DSC135		
DSC136		
DSC137		
DSC138		
DSC139		
DSC140		
DSC141		
DSC142		
DSC143		
DSC159		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Public School Administrator Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC011		
ASC012	ASC021	021
ASC013	ASC022	022
ASC014	ASC023	023
ASC015	ASC012	012
ASC016	ASC013	013
ASC017	ASC014	014
ASC018		
ASC019		
ASC020		
ASC021	ASC017	017
ASC022	ASC018	018
ASC023	ASC019	019
ASC024		
ASC025		
ASC026		
ASC027	ASC024	024
ASC028	ASC025	025
ASC029	ASC026	026
ASC030 and ASC033	ASC027	027
ASC031 and ASC034	ASC028	028
ASC032 and ASC035	ASC029	029
ASC036		
ASC039	ASC030	030
ASC040		
ASC041	ASC033	033
ASC042		
ASC043		
ASC044		
ASC045	ASC034	034
ASC046	ASC035	035
ASC047	ASC036	036
ASC048	ASC037	037
ASC049	ASC038	038
ASC050	ASC040	040
ASC051	ASC044	044
ASC052	ASC045	045
ASC053	ASC046	046
ASC054	ASC047	047
ASC055	ASC048	048
ASC056	ASC049	049
ASC057	ASC050	050
ASC058	ASC051	051
ASC059	ASC052	052
ASC060	ASC055	055
ASC061	ASC056	056
ASC062	ASC057	057
ASC063	ASC058	058

Public School Administrator Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC064	ASC059	059
ASC065	ASC060	060
ASC066	ASC061	061
ASC067	ASC062	062
ASC068	ASC063	063
ASC069	ASC064	064
ASC070	ASC065	065
ASC071	ASC066	066
ASC072	ASC121	121
ASC073	ASC122	122
ASC074	ASC124	124
ASC075	ASC125	125
ASC076		
ASC077		
ASC078		
ASC079		
ASC080		
ASC081		
ASC082		
ASC083		
ASC084		
ASC085		
ASC086		
ASC087	ASC068	068
ASC088	ASC069	069
ASC089	ASC067	067
ASC090	ASC070	070
ASC091	ASC073	073
ASC092	ASC074	074
ASC093	ASC075	075
ASC094	ASC076	076
ASC095	ASC077	077
ASC096	ASC078	078
ASC097	ASC079	079
ASC098	ASC081	081
ASC099	ASC082	082
ASC100		
ASC101		
ASC102	BRDCURRC	101
ASC103	PRNCURRC	102
ASC104	TEACURRC	103
ASC105	BRDHIRNG	106
ASC106	PRNHIRNG	107
ASC107	TEAHIRNG	108
ASC108	BRDDISPL	111
ASC109	PRNDISPL	112
ASC110	TEADISPL	113
ASC111		
ASC112		
ASC113		

Public School Administrator Questionnaire (SASS 2A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC114		
ASC115		
ASC116		
ASC117		
ASC118		
ASC119		
ASC120		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Private School Administrator Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC011		
ASC012	ASC021	021
ASC013	ASC022	022
ASC014	ASC023	023
ASC015	ASC012	012
ASC016	ASC013	013
ASC017	ASC014	014
ASC018		
ASC019		
ASC020		
ASC021	ASC017	017
ASC022	ASC018	018
ASC023	ASC019	019
ASC024		
ASC025		
ASC026		
ASC027	ASC024	024
ASC028	ASC025	025
ASC029	ASC026	026
ASC030 and ASC033	ASC027	027
ASC031 and ASC034	ASC028	028
ASC032 and ASC035	ASC029	029
ASC036		
ASC039	ASC030	030
ASC040		
ASC041	ASC033	033
ASC042		
ASC043		
ASC044		
ASC045	ASC034	034
ASC046	ASC035	035
ASC047	ASC036	036
ASC048	ASC037	037
ASC049	ASC038	038
ASC050	ASC040	040
ASC051	ASC044	044
ASC052	ASC045	045
ASC053	ASC046	046
ASC054	ASC047	047
ASC055	ASC048	048
ASC056	ASC049	049
ASC057	ASC050	050
ASC058	ASC051	051
ASC059	ASC052	052
ASC060	ASC055	055
ASC061	ASC056	056
ASC062	ASC057	057
ASC063	ASC058	058

Private School Administrator Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC064	ASC059	059
ASC065	ASC060	060
ASC066	ASC061	061
ASC067	ASC062	062
ASC068	ASC063	063
ASC069	ASC064	064
ASC070	ASC065	065
ASC071	ASC066	066
ASC072	ASC121	121
ASC073	ASC122	122
ASC074	ASC124	124
ASC075	ASC125	125
ASC076		
ASC077		
ASC078		
ASC079		
ASC080		
ASC081		
ASC082		
ASC083		
ASC084		
ASC085		
ASC086		
ASC087	ASC068	068
ASC088	ASC069	069
ASC089	ASC067	067
ASC090	ASC070	0[illegible]
ASC091	ASC073	073
ASC092	ASC074	074
ASC093	ASC075	075
ASC094	ASC076	076
ASC095	ASC077	077
ASC096	ASC078	078
ASC097	ASC079	079
ASC098	ASC081	081
ASC099	ASC082	082
ASC100		
ASC101		
ASC102	BRDCURRC	101
ASC103	PRNCURRC	102
ASC104	TEACURRC	103
ASC105	BRDHIRNG	106
ASC106	PRNHIRNG	107
ASC107	TEAHIRNG	108
ASC108	BRDDISPL	111
ASC109	PRNDISPL	112
ASC110	TEADISPL	113
ASC111		
ASC112		
ASC113		

Private School Administrator Questionnaire (SASS 2B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
ASC114		
ASC115		
ASC116		
ASC117		
ASC118		
ASC119		
ASC120		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC010		
SSC011	THISYEAR	012
SSC012	LASTYEAR	013
SSC013	SCHLEVEL	014
SSC014*	PGMTYPE	015
**Response options differ*		
SSC015		
SSC016	PCTMALE	016
SSC018		
SSC048	NUMDAYS	018
SSC049	NUMHOURS	019
SSC050	NUMMNTE	020
SSC051	ABSNTST	021
SSC052	AMINDSTU	022
SSC053	ASIANSTU	023
SSC054	HISPNSTU	024
SSC055	BLACKSTU	025
SSC056	WHITESTU	026
SSC057	AMINDTCH	117
SSC058	ASIANTCH	118
SSC059	HISPNTCH	119
SSC060	BLACKTCH	120
SSC061	WHITETCH	121
SSC062	BILNGPGM	029
SSC063	BILNGNUM	030
SSC064	ESOLPGM	027
SSC065	ESOLNUM	028
SSC066	READPGM	031
SSC067	READNUM	032
SSC068	MATHPGM	033
SSC069	MATHNUM	034
SSC070	SPECLPGM	035
SSC071	SPCLNUM	036
SSC072	GIFTDPGM	037
SSC073	GIFTDNUM	038
SSC074		
SSC075		
SSC076	DIAGNPGM	039
SSC077	DIAGNNUM	040
SSC078	AFTERPGM	041
SSC079	AFTERNUM	042
SSC081	CHPTRONE	051
SSC083	ONESVPK and ONESVK12	052 and 053
SSC084	FREELNCH	055
SSC085		
SSC086	LUNCHPK and LUNCHK12	056 and 057
SSC087	NOLUNCH	058

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC088		
SSC089		
SSC090		
SSC091	ADMITEST	060
SSC092	ACHVTEST	061
SSC093	RECORDS	062
SSC094	SPECIAL	063
SSC095	TALENT	064
SSC096	INTRVIEW	065
SSC097	RECMNDS	066
SSC098		
SSC099		
SSC100	OFFERPK	071
SSC101	NUMBRPK	072
SSC102	OFFERKG	073
SSC103	NUMBRKG	074
SSC104	OFFER1	075
SSC105	NUMBR1	076
SSC106	OFFER2	077
SSC107	NUMBR2	078
SSC108	OFFER3	079
SSC109	NUMBR3	080
SSC110	OFFER4	081
SSC111	NUMBR4	082
SSC112	OFFER5	083
SSC113	NUMBR5	084
SSC114	OFFER6	085
SSC115	NUMBR6	086
SSC116	OFFER7	087
SSC117	NUMBR7	088
SSC118	OFFER8	089
SSC119	NUMBR8	090
SSC120	OFFER9	091
SSC121	NUMBR9	092
SSC122	OFFER10	093
SSC123	NUMBR10	094
SSC124	OFFER11	095
SSC125	NUMBR11	096
SSC126	OFFER12	097
SSC127	NUMBR12	098
SSC128 and SSC130	OFFERPS	099
SSC129 and SSC131	NUMBRPS	100
SSC132	OFFERUG	069
SSC133	NUMBRUG	070
SSC134	TOTENRLL	101
SSC135		
SSC136		
SSC137	TWELFTH	104
	COLLPREP	105

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC138* **Question asks for percent in 88 and number in 91*	PREPNUM	106
SSC139	ENROL12	111
SSC140	GRADNUM	112
SSC141* **Question asks for percent in 88 and number in 91*	GRADAPLY	113
SSC142		
SSC143		
SSC144		
SSC145		
SSC146		
SSC147		
SSC148	FULTEACH	114
SSC149	PARTEACH	115
SSC150	TOTTEACH	116
SSC151* **Question asks for percent in 88 and number in 91*	LESS3EXP	124
SSC152* **Question asks for percent in 88 and number in 91*	LESS10EX	125
SSC153* **Question asks for percent in 88 and number in 91*	LESS21EX	126
SSC154* **Question asks for percent in 88 and number in 91*	MOREXP21	127
SSC155		
SSC156* **Question asks for FTE's in 88 and full and part time staff in 91*	FTHEADS, PTHEADS, FTASSIST, and PTASSIST	154, 155, 156, and 157
SSC157		
SSC160* **Question asks for FTE's in 88 and full and part time staff in 91*	FTGUIDES and PTGUIDES	158 and 159
SSC161*	FTLIBRNS and PTLIBRNS	162 and 163

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
**Question asks for FTE's in 88 and full and part time staff in 91*		
SSC162*	FTPROSTF and PTPROSTF	164 and 165
**Question asks for FTE's in 88 and full and part time staff in 91*		
SSC165*	FTAIDES and PTAIDES	166 and 167
**Question asks for FTE's in 88 and full and part time staff in 91*		
SSC166*	FTALLOTH and PTALLOTH	170 and 171
**Question asks for FTE's in 88 and full and part time staff in 91*		
SSC167	VOLNTSVC	172
SSC168	VOLNTNUM	173
SSC169		
SSC170		
SSC171	LFTTOTAL	140
SSC172		
SSC173		
SSC174		
SSC175		
SSC176		
SSC177		
SSC178		
SSC179		
SSC180		
SSC181		
SSC182		
SSC183		
SSC184		
SSC185		
SSC186		
SSC187		
SSC188		
SSC189		
SSC190		
SSC191		
SSC192		
SSC193		
SSC194		
SSC195		
SSC196		
SSC197		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC198		
SSC199		
SSC200		
SSC201		
SSC202		
SSC203		
SSC204		
SSC205		
SSC206		
SSC207		
SSC208		
SSC209		
SSC210		
SSC211		
SSC212		
SSC213		
SSC214		
SSC215		
SSC216		
SSC217		
SSC218		
SSC219		
SSC220		
SSC221		
SSC222		
SSC223		
SSC224		
SSC225		
SSC226		
SSC227		
SSC228		
SSC229		
SSC230		
SSC231		
SSC232		
SSC233		
SSC234		
SSC235		
SSC236		
SSC237		
SSC238		
SSC239		
SSC240		
SSC241		
SSC242		
SSC243		
SSC244		
SSC245		
SSC246		
SSC247		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC248		
SSC249		
SSC250		
SSC251		
SSC252		
SSC253		
SSC254		
SSC255		
SSC256		
SSC257		
SSC258		
SSC259		
SSC260		
SSC261		
SSC262		
SSC263		
SSC264		
SSC265		
SSC266		
SSC267		
SSC268		
SSC269		
SSC270		
SSC271		
SSC272		
SSC273		
SSC274		
SSC275		
SSC276		
SSC277		
SSC278		
SSC279		
SSC280		
SSC281		
SSC282		
SSC283		
SSC284		
SSC285		
SSC286		
SSC287		
SSC288		
SSC289		
SSC290		
SSC291		
SSC292		
SSC293		
SSC294		
SSC295		
SSC296		
SSC297		

Public School Questionnaire (SASS 3A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC298		
SSC299		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC010		
SSC011	LASTYEAR	051
SSC012		
SSC013	SCHLEVEL	013
SSC014*	PGMTYPE	108
*Response options differ		
SSC015	COEDSCHL	060
SSC016	PCTMALE	061
SSC017*	BOARDNUM	063
*Quesiton asks for percent in 88 and number in 91		
SSC018	AREASIZE	065
SSC019	FAMLYRES	012
SSC020	AFFILPUR and RELIGDEN	066 and 067
SSC021*	AFFILIAT	068
*Question asks for percent in 88 and number in 91		
SSC022	CATHTYPE	069
SSC023	ACE	070
SSC024	AACS	073
SSC025	AMONTSRI	074
SSC026	ACSI	076
SSC027	MLTRYSCH	077
SSC028		
SSC029	CSI	081
SSC030		
SSC031	FRIENDS	089
SSC032	SVNTHDAY	090
SSC033	JESUITS	097
SSC034		
SSC035	EPISCPLS	091
SSC036	NAIS	092
SSC037	NAPEC	083
SSC038	NCEA	096
SSC039	NCNE	098
SSC040		
SSC041	NFCS	099
SSC042	NIPSA	093
SSC043	HBREWDAY	100
SSC044	ORALRBTS	103
SSC045	SCHECHTER	101
SSC046		
SSC047		
SSC048	NUMDAYS	054
SSC049	NUMHOURS	052

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC050	NUMMNTE	053
SSC051* **Question asks for percent in 88 and number in 91*	ABSNTST	062
SSC052	AMINDSTU	055
SSC053	ASIANSTU	056
SSC054	HISPNSTU	057
SSC055	BLACKSTU	058
SSC056	WHITESTU	059
SSC057	AMINDTCH	212
SSC058	ASIANTCH	213
SSC059	HISPNTCH	214
SSC060	BLACKTCH	215
SSC061	WHITETCH	216
SSC062	BILNGPGM	111
SSC063	BILNGNUM	112
SSC064	ESOLPGM	109
SSC065	ESOLNUM	110
SSC066	READPGM	113
SSC067	READNUM	114
SSC068	MATHPGM	115
SSC069	MATHNUM	116
SSC070	SPECLPGM	117
SSC071	SPCLNUM	118
SSC072	GIFTDPGM	119
SSC073	GIFTDNUM	120
SSC074		
SSC075		
SSC076	DIAGNPGM	121
SSC077	DIAGNNUM	122
SSC078	AFTERPGM	123
SSC079	AFTERNUM	124
SSC080	CHPTRONE	130
SSC082		
SSC083	ONESVPK and ONESVK12	131 and 132
SSC084		
SSC085		
SSC086		
SSC087		
SSC088	CHARGETU	134
SSC089	DISCOUNT	135
SSC090	TUITIN	136
SSC091	ADMITEST	138
SSC092	ACHVTEST	139
SSC093	RECORDS	140
SSC094	SPECIAL	141
SSC095	TALENT	142
SSC096	INTRVIEW	143
SSC097	RECMNDS	144

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC098		
SSC099		
SSC100	OFFERPK	018
SSC101	NUMBRPK	019
SSC102	OFFERKG	020
SSC103	NUMBRKG	021
SSC104	OFFER1	022
SSC105	NUMBR1	023
SSC106	OFFER2	024
SSC107	NUMBR2	025
SSC108	OFFER3	026
SSC109	NUMBR3	027
SSC110	OFFER4	028
SSC111	NUMBR4	029
SSC112	OFFER5	030
SSC113	NUMBR5	031
SSC114	OFFER6	032
SSC115	NUMBR6	033
SSC116	OFFER7	034
SSC117	NUMBR7	035
SSC118	OFFER8	036
SSC119	NUMBR8	037
SSC120	OFFER9	038
SSC121	NUMBR9	039
SSC122	OFFER10	040
SSC123	NUMBR10	041
SSC124	OFFER11	042
SSC125	NUMBR11	043
SSC126	OFFER12	044
SSC127	NUMBR12	045
SSC128 and SSC130	OFFERPS	046
SSC129 and SSC131	NUMBRPS	047
SSC132	OFFERUG	014
SSC133	NUMBRUG	015
SSC134	TOTENRLL	048
SSC135		
SSC136		
SSC137	TWELFTH	148
SSC138		
SSC139	ENROL12	162
SSC140	GRADNUM	163
SSC141* **Question asks for percent in 88 and number in 91*	GRADAPLY	164
SSC142		
SSC143		
SSC144		
SSC145		
SSC146		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC147		
SSC148	TTOTK_12	179
SSC149		
SSC150		
SSC151* **Question asks for percent in 88 and number in 91*	LESS3EXP	219
SSC152* **Question asks for percent in 88 and number in 91*	LESS10EX	220
SSC153* **Question asks for percent in 88 and number in 91*	LESS21EX	221
SSC154* **Question asks for percent in 88 and number in 91*	MOREXP21	222
SSC155	AFTERBAC	218
SSC156		
SSC157		
SSC158		
SSC159		
SSC160	FTGUIDES	253
SSC161	FTLIBRNS	257
SSC162	FTPROSTF	259
SSC163		
SSC164		
SSC165		
SSC166	FTALLOTH	265
SSC167	VOLNTSVC	267
SSC168	VOLNTNUM	268
SSC169		
SSC170		
SSC171		
SSC172		
SSC173	NEWHIRES	184
SSC174	FULTEACH	209
SSC175		
SSC176		
SSC177		
SSC178		
SSC179		
SSC180		
SSC181		
SSC182		
SSC183		
SSC184		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC185		
SSC186		
SSC187		
SSC188		
SSC189		
SSC190		
SSC191		
SSC192		
SSC193		
SSC194		
SSC195		
SSC196		
SSC197		
SSC198		
SSC199		
SSC200		
SSC201		
SSC202		
SSC203		
SSC204		
SSC205		
SSC206		
SSC207		
SSC208		
SSC209		
SSC210		
SSC211		
SSC212		
SSC213		
SSC214		
SSC215		
SSC216		
SSC217		
SSC218		
SSC219		
SSC220		
SSC221		
SSC222		
SSC223		
SSC224		
SSC225		
SSC226		
SSC227		
SSC228		
SSC229		
SSC230		
SSC231		
SSC232		
SSC233		
SSC234		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC235		
SSC236		
SSC237		
SSC238		
SSC239		
SSC240		
SSC241		
SSC242		
SSC243		
SSC244		
SSC245		
SSC246		
SSC247		
SSC248		
SSC249		
SSC250		
SSC251		
SSC252		
SSC253		
SSC254		
SSC255		
SSC256		
SSC257		
SSC258		
SSC259		
SSC260		
SSC261		
SSC262		
SSC263		
SSC264		
SSC265		
SSC266		
SSC267		
SSC268		
SSC269		
SSC270		
SSC271		
SSC272		
SSC273		
SSC274		
SSC275		
SSC276		
SSC277		
SSC278		
SSC279		
SSC280		
SSC281		
SSC282		
SSC283		
SSC284		

Private School Questionnaire (SASS 3B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
SSC285		
SSC286		
SSC287		
SSC288		
SSC289		
SSC290		
SSC291		
SSC292		
SSC293		
SSC294		
SSC295		
SSC296		
SSC297		
SSC298		
SSC299		

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC010* **In 88 full and part time are combined. Response options differ*	TSC011	011
TSC011		
TSC012		
TSC013	TSC015	015
TSC014* **Response options differ*	TSC014	014
TSC015* **Response options differ*	TSC016	016
TSC016	TSC017	017
TSC017		
TSC018	TSC023	023
TSC019	TSC024	024
TSC020	TSC025	025
TSC021	TSC026	026
TSC022	TSC027	027
TSC023	TSC031	031
TSC024	TSC032	032
TSC025	TSC029	029
TSC026	TSC030	030
TSC027	TSC033	033
TSC028	TSC034	034
TSC029	TSC035	035
TSC030	TSC037	037
TSC031	TSC038	038
TSC032 and TSC034* **Response options differ*	TSC039	039
TSC033		
TSC035* **Response options differ*	TSC019	019
TSC036	TSC020	020
TSC037	TSC021	021
TSC038	TSC022	022
TSC039	TSC049	049
TSC040	TSC050	050
TSC041		
TSC042	TSC051	051
TSC043	TSC040	040
TSC044	TSC041	041
TSC045	TSC044	044
TSC046	TSC042	042

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC047		
TSC048		
TSC049		
TSC050		
TSC051	TSC045	045
TSC052	TSC046	046
TSC053		
TSC054	TSC047	047
TSC055		
TSC056		
TSC057		
TSC058		
TSC059	TSC052	052
TSC060	TSC053	053
TSC061		
TSC062	TSC054	054
TSC063 and TSC067	TSC055	055
TSC064 and TSC068	TSC056	056
TSC065		
TSC066 and TSC070	TSC057	057
TSC069		
TSC071		
TSC072		
TSC073		
TSC074		
TSC075	TSC058	058
TSC076	TSC059	059
TSC077	TSC060	060
TSC078	TSC061	061
TSC079	TSC069	069
TSC080	TSC070	070
TSC081	TSC071	071
TSC082	TSC072	072
TSC083	TSC073	073
TSC084	TSC074	074
TSC085		
TSC086		
TSC087		
TSC088		
TSC089		
TSC090		
TSC091		
TSC092		
TSC093		
TSC094		
TSC095		
TSC096		
TSC097		
TSC098		
TSC099		

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC100 and TSC101	TSC078	078
TSC102 and TSC103	TSC079	079
TSC104 and TSC105	TSC081	081
TSC106 and TSC107	TSC082	082
TSC108 and TSC109	TSC084	084
TSC110 and TSC111	TSC085	085
TSC112 and TSC113	TSC087	087
TSC114 and TSC115	TSC088	088
TSC116 and TSC117	TSC090	090
TSC118 and TSC119	TSC091	091
TSC120 and TSC121	TSC093	093
TSC122 and TSC123	TSC094	094
TSC124 and TSC125	TSC096	096
TSC126 and TSC127	TSC097	097
TSC128	TSC098	098
TSC129		
TSC130* **Response options differ*	TSC100	100
TSC131	TSC101	101
TSC132* **Response options differ. See question 23 part C of 88, and question 25 part B of 91*	TSC102	102
TSC133	TSC103	103
TSC134		
TSC135		
TSC136		
TSC137		
TSC138		
TSC139		
TSC140	TSC113	113
TSC141	TSC114	114
TSC142	TSC115	115
TSC143	TSC116	116
TSC144	TSC117	117
TSC145	TSC118	118
TSC146	TSC119	119
TSC147	TSC120	120
TSC148	TSC121	121
TSC149	TSC122	122
TSC150	TSC123	123
TSC151	TSC124	124
TSC152	TSC125	125
TSC153	TSC126	126
TSC154 and TSC155	TSC127	127
TSC156	TSC112	112

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC157*	TSC128	128
**Response Options Differ*		
TSC158	TSC129	129
TSC159	TSC130	130
TSC160	TSC131	131
TSC161	TSC132	132
TSC162	TSC133	133
TSC163	TSC134	134
TSC164	TSC135	135
TSC165		
TSC166, TSC173,	TSC137, TSC145,	137, 145,
TSC180, TSC187,	TSC153, TSC161,	153, 161,
TSC194, TSC201,	TSC169, TSC177,	169, 177,
TSC208, TSC215,	TSC185, TSC193,	185, 193,
and TSC222*	and TSC201	and 201
**Subject matter codes differ*		
TSC167, TSC174,	TSC138, TSC146,	138, 146,
TSC181, TSC188,	TSC154, TSC162,	154, 162,
TSC195, TSC202,	TSC170, TSC178,	170, 178,
TSC209, TSC216,	TSC186, TSC194,	186, 194,
and TSC223	and TSC202	and 202
TSC168, TSC175,	TSC139, TSC147,	139, 147,
TSC182, TSC189,	TSC155, TSC163,	155, 163,
TSC196, TSC203	TSC171, TSC179,	171, 179,
TSC210, TSC217,	TSC187, TSC195,	187, 195,
and TSC224	and TSC203	and 203
TSC169, TSC176,	TSC140, TSC148,	140, 148,
TSC183, TSC190,	TSC156, TSC164,	156, 164,
TSC197, TSC204,	TSC172, TSC180,	172, 180,
TSC211, TSC218,	TSC188, TSC196,	188, 196,
and TSC225	and TSC204	and 204
TSC170		
TSC171, TSC178,	TSC143, TSC151,	143, 151,
TSC185, TSC192,	TSC159, TSC167,	159, 167,
TSC199, TSC206,	TSC175, TSC183,	175, 183,
TSC213, TSC220,	TSC191, TSC199,	191, 199,
and TSC227	and TSC207	and 207
TSC172, TSC179,	TSC144, TSC152,	144, 152,
TSC186, TSC193,	TSC160, TSC168,	160, 168,
TSC200, TSC207,	TSC176, TSC184,	176, 184,
TSC214, TSC221,	TSC192, TSC200,	192, 200,
and TSC228*	and TSC208	and 208
**Response options differ. See question 27 part g of 88, and question 32 part i of 91*		
TSC177		
TSC184		

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC191		
TSC198		
TSC205		
TSC212		
TSC219		
TSC226		
TSC229		
TSC230		
TSC231		
TSC232		
TSC233		
TSC234		
TSC235		
TSC236		
TSC237		
TSC238		
TSC239		
TSC240		
TSC241		
TSC242	TSC226	226
TSC243		
TSC244		
TSC245		
TSC246		
TSC247		
TSC248	TSC227	227
TSC249		
TSC250	TSC228	228
TSC251		
TSC252		
TSC253		
TSC254		
TSC255		
TSC256		
TSC257		
TSC258		
TSC259		
TSC260		
TSC261	TSC236	236
TSC262	TSC254	254
TSC263	TSC255	255
TSC264	TSC256	256
TSC265	TSC257	257
TSC266	TSC258	258
TSC267	TSC259	259
TSC268	TSC260	260
TSC269	TSC261	261
TSC270	TSC262	262
TSC271	TSC263	263
TSC272	TSC264	264

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC273	TSC265	265
TSC274	TSC266	266
TSC275	TSC244	244
TSC276	TSC245	245
TSC277	TSC246	246
TSC278	TSC247	247
TSC279	TSC248	248
TSC280	TSC249	249
TSC281	TSC250	250
TSC282	TSC252	252
TSC283	TSC253	253
TSC284		
TSC285		
TSC286		
TSC287		
TSC288	TSC276	276
TSC289	TSC277	277
TSC290* **Response options differ*	TSC278	278
TSC291* **Response options differ*	TSC279	279
TSC292		
TSC293	TSC280	280
TSC294		
TSC295	TSC281	281
TSC296		
TSC297	TSC282	282
TSC298		
TSC299	TSC283	283
TSC300		
TSC301	TSC284	284
TSC302		
TSC303	TSC285	285
TSC304	TSC287	287
TSC305	TSC289	289
TSC306	TSC291	291
TSC307	TSC292	292
TSC308	TSC294	294
TSC309	TSC296	296
TSC310	TSC300	300
TSC311	HOUSEXPS	301
TSC312	MEALS	302
TSC313	TUITION	303
TSC314	CHLDCARE	304
TSC315	COLLEGE	305
TSC316	TRANSPT	306
TSC317	NONE	307
TSC318	FAMLYINC	308

Public School Teacher Questionnaire (SASS 4A)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC319	SEX	309
TSC320	RACE	310
TSC321	HISPANIC	312
TSC322	BIRTHYR	313
TSC323	MARITAL	314
TSC324	DEPCHLDN	315
TSC325	AGEYOUNG	316
TSC326	OTHERDEP	317
TSC327	DEPCOUNT	318
TSC328	TSC319	319
TSC329	TSC320	320
TSC330	TSC321	321

NOTE: If there is a blank in the variable name for 1990-91, that particular item was not asked in 1990-91.

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC010* _*In 88 full and part time are combined. Response options differ_	TSC011	011
TSC011		
TSC012		
TSC013	TSC015	015
TSC014* _*Response options differ_	TSC014	014
TSC015* _*Response options differ_	TSC016	016
TSC016	TSC017	017
TSC017		
TSC018	TSC023	023
TSC019	TSC024	024
TSC020	TSC025	025
TSC021	TSC026	026
TSC022	TSC027	027
TSC023	TSC029	029
TSC024	TSC030	030
TSC025	TSC031	031
TSC026	TSC032	032
TSC027	TSC033	033
TSC028	TSC034	034
TSC029	TSC035	035
TSC030	TSC037	037
TSC031	TSC038	038
TSC032 and TSC034* _*Response options differ_	TSC039	039
TSC033		
TSC035* _*Response options differ_	TSC019	019
TSC036	TSC020	020
TSC037	TSC021	021
TSC038	TSC022	022
TSC039	TSC049	049
TSC040	TSC050	050
TSC041		
TSC042	TSC051	051
TSC043	TSC040	040
TSC044	TSC041	041
TSC045	TSC044	044
TSC046	TSC042	042

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC047		
TSC048		
TSC049		
TSC050		
TSC051	TSC045	045
TSC052	TSC046	046
TSC053		
TSC054	TSC047	047
TSC055		
TSC056		
TSC057		
TSC058		
TSC059	TSC052	052
TSC060	TSC053	053
TSC061		
TSC062	TSC054	054
TSC063 and TSC067	TSC055	055
TSC064 and TSC068	TSC056	056
TSC065		
TSC066 and TSC070	TSC057	057
TSC069		
TSC071		
TSC072		
TSC073		
TSC074		
TSC075	TSC058	058
TSC076	TSC059	059
TSC077	TSC060	060
TSC078	TSC061	061
TSC079	TSC069	069
TSC080	TSC070	070
TSC081	TSC071	071
TSC082	TSC072	072
TSC083	TSC073	073
TSC084	TSC074	074
TSC085		
TSC086		
TSC087		
TSC088		
TSC089		
TSC090		
TSC091		
TSC092		
TSC093		
TSC094		
TSC095		
TSC096		
TSC097		
TSC098		
TSC099		

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC100 and TSC101	TSC078	078
TSC102 and TSC103	TSC079	079
TSC104 and TSC105	TSC081	081
TSC106 and TSC107	TSC082	082
TSC108 and TSC109	TSC084	084
TSC110 and TSC111	TSC085	085
TSC112 and TSC113	TSC087	087
TSC114 and TSC115	TSC088	088
TSC116 and TSC117	TSC090	090
TSC118 and TSC119	TSC091	091
TSC120 and TSC121	TSC093	093
TSC122 and TSC123	TSC094	094
TSC124 and TSC125	TSC096	096
TSC126 and TSC127	TSC097	097
TSC128	TSC098	098
TSC129		
TSC130* **Response options differ*	TSC100	100
TSC131	TSC101	101
TSC132* **Response options differ. See question 23 part C of 88, and question 25 part B of 91*	TSC102	102
TSC133	TSC103	103
TSC134		
TSC135		
TSC136		
TSC137		
TSC138		
TSC139		
TSC140	TSC113	113
TSC141	TSC114	114
TSC142	TSC115	115
TSC143	TSC116	116
TSC144	TSC117	117
TSC145	TSC118	118
TSC146	TSC119	119
TSC147	TSC120	120
TSC148	TSC121	121
TSC149	TSC122	122
TSC150	TSC123	123
TSC151	TSC124	124
TSC152	TSC125	125
TSC153	TSC126	126
TSC154 and TSC155	TSC127	127
TSC156	TSC112	112

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC157*	TSC128	128
**Response options differ*		
TSC158	TSC129	129
TSC159	TSC130	130
TSC160	TSC131	131
TSC161	TSC132	132
TSC162	TSC133	133
TSC163	TSC134	134
TSC164	TSC135	135
TSC165		
TSC166, TSC173,	TSC137, TSC145,	137, 145,
TSC180, TSC187,	TSC153, TSC161,	153, 161,
TSC194, TSC201,	TSC169, TSC177,	169, 177,
TSC208, TSC215,	TSC185, TSC193,	185, 193,
and TSC222*	and TSC201	and 201
**Subject matter codes differ*		
TSC167, TSC174,	TSC138, TSC146,	138, 146,
TSC181, TSC188,	TSC154, TSC162,	154, 162,
TSC195, TSC202,	TSC170, TSC178,	170, 178,
TSC209, TSC216,	TSC186, TSC194,	186, 194,
and TSC223	and TSC202	and 202
TSC168, TSC175,	TSC139, TSC147,	139, 147,
TSC182, TSC189,	TSC155, TSC163,	155, 163,
TSC196, TSC203,	TSC171, TSC179,	171, 179,
TSC210, TSC217,	TSC187, TSC195,	187, 195,
and TSC224	and TSC203	and 203
TSC169, TSC176,	TSC140, TSC148,	140, 148,
TSC183, TSC190,	TSC156, TSC164,	156, 164,
TSC197, TSC204,	TSC172, TSC180,	172, 180,
TSC211, TSC218,	TSC188, TSC196,	188, 196,
and TSC225	and TSC204	and 204
TSC170		
TSC171, TSC178,	TSC143, TSC151,	143, 151,
TSC185, TSC192,	TSC159, TSC167,	159, 167,
TSC199, TSC206,	TSC175, TSC183,	175, 183,
TSC213, TSC220,	TSC191, TSC199,	191, 199,
and TSC227	and TSC207	and 207
TSC172, TSC179,	TSC144, TSC152,	144, 152,
TSC186, TSC193,	TSC160, TSC168,	160, 168,
TSC200, TSC207,	TSC176, TSC184,	176, 184,
TSC214, TSC221,	TSC192, TSC200,	192, 200,
and TSC228*	and TSC208	and 208
**Response options differ. See question 27 part g of 88, and question 32 part i of 91*		
TSC177		
TSC184		
TSC191		

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC198		
TSC205		
TSC212		
TSC219		
TSC226		
TSC229		
TSC230		
TSC231		
TSC232		
TSC233		
TSC234		
TSC235		
TSC236		
TSC237		
TSC238		
TSC239		
TSC240		
TSC241		
TSC242	TSC226	226
TSC243		
TSC244		
TSC245		
TSC246		
TSC247		
TSC248	TSC227	227
TSC249		
TSC250	TSC228	228
TSC251		
TSC252		
TSC253		
TSC254		
TSC255		
TSC256		
TSC257		
TSC258		
TSC259		
TSC260		
TSC261	TSC236	236
TSC262	TSC254	254
TSC263	TSC255	255
TSC264	TSC256	256
TSC265	TSC257	257
TSC266	TSC258	258
TSC267	TSC259	259
TSC268	TSC260	260
TSC269	TSC261	261
TSC270	TSC262	262
TSC271	TSC263	263
TSC272	TSC264	264
TSC273	TSC265	265

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC274	TSC266	266
TSC275	TSC244	244
TSC276	TSC245	245
TSC277	TSC246	246
TSC278	TSC247	247
TSC279	TSC248	248
TSC280	TSC249	249
TSC281	TSC250	250
TSC282	TSC252	252
TSC283	TSC253	253
TSC284		
TSC285		
TSC286		
TSC287		
TSC288	TSC276	276
TSC289	TSC277	277
TSC290* **Response options differ*	TSC278	278
TSC291* **Response options differ*	TSC279	279
TSC292		
TSC293	TSC280	280
TSC294		
TSC295	TSC281	281
TSC296		
TSC297	TSC282	282
TSC298		
TSC299	TSC283	283
TSC300		
TSC301	TSC284	284
TSC302		
TSC303	TSC285	285
TSC304	TSC287	287
TSC305	TSC289	289
TSC306	TSC291	291
TSC307	TSC292	292
TSC308	TSC294	294
TSC309	TSC296	296
TSC310	TSC300	300
TSC311	HOUSEXPS	301
TSC312	MEALS	302
TSC313	TUITION	303
TSC314	CHLDCARE	304
TSC315	COLLEGE	305
TSC316	TRANSPT	306
TSC317	NONE	307
TSC318	FAMLYINC	308
TSC319	SEX	309

Private School Teacher Questionnaire (SASS 4B)

1987-88 Variable name	1990-91 Variable name	1990-91 Source code
TSC320	RACE	310
TSC321	HISPANIC	312
TSC322	BIRTHYR	313
TSC323	MARITAL	314
TSC324	DEPCHLDN	315
TSC325	AGEYOUNG	316
TSC326	OTHERDEP	317
TSC327	DEPCOUNT	318
TSC328	TSC320	320
TSC329	TSC321	321
TSC330	TSC322	322

Appendix C. Crosswalk of codes for teachers' major field of study

(for undergraduate and advanced degrees) between SASS: 87-88 and SASS: 90-91

Education	1987-88	1990-91
General Education		
Pre-elementary/early childhood education	52	01
Elementary education	51	03
Secondary education	53	04
Subject Area Education		
Agricultural education	54	07
Art education	55	11
Bilingual education	56	13
Business, commerce, and distributive education	57	15
Crosscultural education[1]	--	89
English education	59	22
English as a second language	58	23
Foreign languages education	60	24
Home economics education	61	29
Indian education (Native American)	--	88
Industrial arts, vocational and technical, trade and industry education	62	30
Mathematics education	63	34
Music education	64	38
Physical education/health education	65	40
Reading education	66	43
Religious education	--	45
Science education	67	46
Social studies/social sciences education	68	48
Special Education		
Special education, general	70	67
Emotionally disturbed	71	68
Mentally retarded	72	69
Speech/language impaired[2]	73	70
Deaf and hard-of-hearing[3]	73	71
Visually handicapped[4]	73	72
Orthopedically impaired	--	73

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[1] "--" is used to indicate that this field was not specified in the 1987-88 list of fields.

[2] In 1987-88 this field was combined with training in the education of the hearing and visually handicapped.

[3] In 1987-88 this field was combined with training in the education of the speech and visually handicapped.

[4] In 1987-88 this field was combined with training in the education of speech and hearing impaired.

	1987-88	1990-91
Mildly handicapped	--	74
Severely handicapped	--	75
Specific learning disabilities	74	76
Other special education	75	77
Other Education		
Curriculum and instruction	80	78
Educational administration	81	79
Educational psychology	82	80
Counseling and guidance[5]	83	81
Other education	84	82
General		
Agriculture and natural resources	11	06
American Indian studies (Native American)	--	86
Other area and ethnic studies[6]	13	87
Architecture and environmental design	12	08
Art, fine and applied	19	10
Business and management	15	14
Communications and journalism[7]	16	16
Computer and information sciences	17	17
Drama, theater	--	19
Engineering	18	20
English (literature, letters, speech, classics)	24	21
General studies	--	25
Health professions and occupations[8]	21	27
Home economics	22	28
Humanities	--	85
Law	23	31
Library science	25	32
Mathematics	26	33
Military science	27	35
Multi/interdisciplinary studies	28	36
Music	--	37
Philosophy[9]	29	39
Psychology	30	41

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[5] In 1987-88 this field was labelled "Student personnel and counseling."

[6] In 1987-88 this field was labelled "Area and ethnic studies," i.e., it included Native American studies as well as other area and ethnic studies.

[7] In 1987-88 this field was labelled "Communications" only.

[8] In 1987-88 this field was labelled "Health professions" only.

[9] In 1987-88 this field was labelled "Philosophy and religion."

	1987-88	1990-91
Public affairs and services	31	42
Religion, theology[10]	32	44
Foreign languages[11]		
French	20	51
German	20	52
Latin	20	53
Russian	20	54
Spanish	20	55
Other foreign languages	20	56
Natural sciences		
Biology/life science	14	57
Chemistry	33	58
Geology/earth science	35	59
Physics	34	60
Other natural sciences[12]	36	61
Social Sciences		
Economics	37	62
History	38	63
Political science and government	39	64
Sociology	40	65
Other social sciences	41	66
Other	42	84

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[10] In 1987-88 this field was labelled "Theology."
[11] In 1987-88 all foreign languages were combined in one field labelled "Foreign languages."
[12] In 1987-88 this field was labelled "Other physical sciences."

Appendix D. SAS Variable List

Teacher Demand and Shortage Survey, Public and Private School Surveys

Physical Name: ZEEWRM.SASS133.YR9091.NCES.SCHOOL.SAS
ZEEWHL.SASS133.YR9091.NCES.SCHOOL.DATA

-----Alphabetic List of Variables-----

Variable	EBCDIC Position	Label
AACS	513	ASSN SCH BELONGS TO: AM ASSN CHRISTIAN
ABOLISHD	1094	NMBR FTE K-12 TCH POSITIONS ABOLISHED
ABOLSHLB	1131	NMBR FTE LIB/MEDIA SPEC POSITNS ABOLISHD
ABSNTCH	795	NMBR K-12 TCHRS ABSENT MOST RECENT DAY
ABSNTST	555	NMBR K-12 STUDENTS ABSENT RECENT DAY
ACE	510	ASSN SCH BELONGS TO: ACCEL CHRISTIAN
ACHVTEST	655	ADMIT REQUIREMENT: STD ACHIEVEMENT TEST
ACSI	516	ASSN SCH BELONGS TO: ASSN CHRSTN INTL
ADDSCTN	898	METHOD TO COVER VACANCIES: ADD SECTION
ADMINPGM	1214	DIST HAS PROGRAM FOR ASPIRING SCH ADMINS
ADMITEST	654	ADMIT REQUIREMENT: ADMISSION TEST
ADMITREQ	563	SPECIAL ADMISSION REQUIREMENTS
AFFIL	29	3-LEVEL RELIGIOUS AFFILIATION CODE
AFFILIAT	507	SCHOOL RELIGIOUS ORIENTATION/AFFILIATION
AFFILPUR	505	SCHOOL HAS RELIGIOUS ORIENTATION/AFFIL
AFTERBAC	797	NMBR K-12 TCHRS HIGHER THAN BACHELOR DEG
AFTERNUM	614	NMBR EXTENDED DAY PROGRAM STUDENTS
AFTERPGM	613	EXTENDED DAY PROGRAMS AVAILABLE
ALLBOARD	503	ALL K-12 STUDENTS BOARD AT THIS SCHOOL
AMINDIST	1254	NMBR DIST K-12 STUDENTS: AMIND/ALASKAN
AMINDSTU	558	NMBR K-12 STUDENTS ARE: AMIND/ALASKAN
AMINDTCH	781	NMBR K-12 TEACHER ARE: AMERIND/ALASKAN
AMONTSRI	514	ASSN SCH BELONGS TO: AM MONTESSORI SOC
APIN	1364	PERMANENT ID NMBR ASSGND BY QED AP-
APPROVED	1096	NMBR FTE K-12 TCH POSITIONS APPROVED
APPRVLIB	1133	NMBR FTE LIB/MEDIA SPEC POSITNS APPROVED
ASIADIST	1259	NMBR DIST K-12 STUDENTS: ASIAN/PACFC ISL
ASIANSTU	562	NMBR K-12 STUDENTS ARE: ASIAN/PAC ISL
ASIANTCH	783	NMBR K-12 TEACHER ARE: ASIAN/PACIFIC ISL
ASN	511	ASSN SCH BELONGS TO: ALTRNTV SCH NTWK
BIA	1308	BIA(BUREAU OF INDIAN AFFAIRS)SCHOOL FLAG
BILNGNUM	584	NMBR BILINGUAL ED STUDENTS
BILNGPGM	583	BILINGUAL ED AVAILABLE
BILNGSCH	518	ASSN SCH BELONGS TO: BILNGUAL SCH ASSC

BIOSNEW	824	NMBR NEW K-12 TCHRS MAIN ASSIGN: BIOLGY
BIOSVAC	908	DIFFICULTY FILLING VACNCY: BIO/LIFE SCI
BLACKSTU	570	NMBR K-12 STUDENTS ARE: BLACK/NONHISPNC
BLACKTCH	789	NMBR K-12 TEACHER ARE: BLACK NON-HISPANC
BLKDIST	1271	NMBR DIST K-12 STUDENTS: BLACK NONHISPNC
BLNGNEW	828	NMBR NEW K-12 TCHRS MAIN ASSIGN: BILING
BOARDNUM	499	NMBR K-12 STUDENTS BOARD AT THIS SCHOOL
CANCEL	896	METHOD TO COVER VACANCIES: CANCELD CLASS
CATHTYPE	509	THIS IS WHICH TYPE OF CATHOLIC SCHOOL
CBE	519	ASSN SCH BELONGS TO: COUNCIL BILING ED
CCDIDLEA	1313	COMMON CORE OF DATA LEA IDENT.
CCDIDSCH	1352	COMMON CORE OF DATA SCHOOL IDENT.
CCDNAME	1320	COMMON CORE OF DATA LEA NAME
CEC	522	ASSN SCH BELONGS TO: COUNCL EXCEP CHLD
CERSCH	1389	CERTAINTY FLAG (PUBLIC & PRIVATE)
CERTIFY	1086	NMBR FTE TCHRS WITH STATE CERTFCATN
CHARGETU	646	TUITION CHARGED FOR ANY STUDENTS
CHPTRONE	626	CHAPTER 1 SERVICES AVAILABLE
CMSA	22	CMSA/PMSA/MSA CODE (LEA)
CNTLNUM	2	SCHOOL OR DISTRICT CONTROL NUMBER
COEDSCHL	495	THIS SCHOOL IS COEDUCATIONAL
COLLPREP	748	THIS SCHOOL OFFER COLLEGE PREPARATORY
CREDITCH	1229	TRNSFR TCHR RECEIVE RETRMNT CRD FOR EXP
CSI	521	ASSN SCH BELONGS TO: CHRSTIAN SCH INTL
DENTAL	1139	BENEFITS AVAIL TO DIST TCHRS: DENTAL INS
DIAGNNUM	609	NMBR DIAG/PRESCRIPTIVE SERVICE STUDENTS
DIAGNPGM	608	DIAG/PRESCRIPTIVE SERVICES AVAILABLE
DISCOUNT	647	DISCOUNT TUITION RATES AVAILABLE
DISTEST	1220	DIST CRIT FOR HIRING TCHRS: DIST SKILLS
ECEA	525	ASSN SCH BELONGS TO: ERLY CHLD ED ASSC
ECIS	527	ASSN SCH BELONGS TO: EURO COUNCIL INTL
ELEMNEW	815	NMBR NEW K-12 TCHRS MAIN ASSIGN: ELMNTRY
ELSENUM	743	NMBR STDNTS ATTEND OTHR SCH PART OF DAY
ELSEWHER	742	SOME STDNTS ATTEND OTHR SCH PART OF DAY
EMERCERT	1217	DIST CRIT FOR HIRING TCHRS: TEMP CERT
EMPLYTCH	916	SCH DISTRICT EMPLOYS ELEM/SECONDRY TCHRS
ENGLNEW	819	NMBR NEW K-12 TCHRS MAIN ASSIGN: ENGLISH
ENGLVAC	905	DIFFICULTY FILLING VACNCY: ENGLISH
ENRK12UG	738	TOTAL ENROLLMENT K-12 PLUS UNGRADED
ENROLHS	1234	DIST ENROLL STUDENTS IN GRADES 10-12
ENROL12	763	NMBR STDNTS IN 12TH GRADE LAST SCHOOL YR
EPISCPLS	531	ASSN SCH BELONGS TO: NTL ASSN EPISCOPL
ESOLNEW	826	NMBR NEW K-12 TCHRS MAIN ASSIGN: ESL
ESOLNUM	579	NMBR ESOL STUDENTS
ESOLPGM	578	ESOL AVAILABLE

ESOLVAC	909	DIFFICULTY FILLING VACNCY: ENGL SEC LANG
EVALTCH	912	FORMAL TCHR EVALUATION PROGRAM THIS SCH
EXISTS	914	SCHOOL DISTRICT NO LONGER EXISTS
EXPANDSZ	897	METHOD TO COVER VACANCIES: EXPND CLASSZ
F_AACS	1412	IMPUTATION FLAG FOR AACS
F_ABOLIS	1667	IMPUTATION FLAG FOR ABOLISHD
F_ABOLSH	1676	IMPUTATION FLAG FOR ABOLSHLB
F_ABSNTC	1556	IMPUTATION FLAG FOR ABSNTCH
F_ABSNTS	1450	IMPUTATION FLAG FOR ABSNTST
F_ACE	1409	IMPUTATION FLAG FOR ACE
F_ACHVTE	1493	IMPUTATION FLAG FOR ACHVTEST
F_ACSI	1415	IMPUTATION FLAG FOR ACSI
F_ADDSCT	1612	IMPUTATION FLAG FOR ADDSCTN
F_ADMINP	1729	IMPUTATION FLAG FOR ADMINPGM
F_ADMITE	1492	IMPUTATION FLAG FOR ADMITEST
F_ADMITR	1491	IMPUTATION FLAG FOR ADMITREQ
F_AFFILI	1407	IMPUTATION FLAG FOR AFFILIAT
F_AFFILP	1405	IMPUTATION FLAG FOR AFFILPUR
F_AFTERB	1557	IMPUTATION FLAG FOR AFTERBAC
F_AFTERN	1471	IMPUTATION FLAG FOR AFTERNUM
F_AFTERP	1470	IMPUTATION FLAG FOR AFTERPGM
F_ALLBOA	1404	IMPUTATION FLAG FOR ALLBOARD
F_AMINDI	1757	IMPUTATION FLAG FOR AMINDIST
F_AMINDS	1451	IMPUTATION FLAG FOR AMINDSTU
F_AMINDT	1551	IMPUTATION FLAG FOR AMINDTCH
F_AMONTS	1413	IMPUTATION FLAG FOR AMONTSRI
F_APPROV	1668	IMPUTATION FLAG FOR APPROVED
F_APPRVL	1677	IMPUTATION FLAG FOR APPRVLIB
F_ASIADI	1758	INPUTATION FLAG FOR ASIADIST
F_ASIANS	1452	IMPUTATION FLAG FOR ASIANSTU
F_ASIANT	1552	IMPUTATION FLAG FOR ASIANTCH
F_ASN	1410	IMPUTATION FLAG FOR ASN
F_BILNGN	1459	IMPUTATION FLAG FOR BILNGNUM
F_BILNGP	1458	IMPUTATION FLAG FOR BILNGPGM
F_BILNGS	1417	IMPUTATION FLAG FOR BILNGSCH
F_BIOSNE	1568	IMPUTATION FLAG FOR BIOSNEW
F_BIOSVA	1622	IMPUTATION FLAG FOR BIOSVAC
F_BLACKS	1454	IMPUTATION FLAG FOR BLACKSTU
F_BLACKT	1554	IMPUTATION FLAG FOR BLACKTCH
F_BLKDIS	1760	IMPUTATION FLAG FOR BLKDIST
F_BLNGNE	1570	IMPUTATION FLAG FOR BLNGNEW
F_BOARDN	1403	IMPUTATION FLAG FOR BOARDNUM
F_CANCEL	1610	IMPUTATION FLAG FOR CANCEL
F_CATHTY	1408	IMPUTATION FLAG FOR CATHTYPE
F_CBE	1418	IMPUTATION FLAG FOR CBE
F_CEC	1421	IMPUTATION FLAG FOR CEC

F_CERTIF	1665	IMPUTATION FLAG FOR CERTIFY
F_CHARGE	1488	IMPUTATION FLAG FOR CHARGETU
F_CHPTRO	1480	IMPUTATION FLAG FOR CHPTRONE
F_COEDSC	1401	IMPUTATION FLAG FOR COEDSCHL
F_COLLPR	1539	IMPUTATION FLAG FOR COLLPREP
F_CREDIT	1744	IMPUTATION FLAG FOR CREDITCH
F_CSI	1420	IMPUTATION FLAG FOR CSI
F_DENTAL	1679	IMPUTATION FLAG FOR DENTAL
F_DIAGNN	1469	IMPUTATION FLAG FOR DIAGNNUM
F_DIAGNP	1468	IMPUTATION FLAG FOR DIAGNPGM
F_DISCOU	1489	IMPUTATION FLAG FOR DISCOUNT
F_DISTES	1735	IMPUTATION FLAG FOR DISTEST
F_ECEA	1424	IMPUTATION FLAG FOR ECEA
F_ECIS	1426	IMPUTATION FLAG FOR ECIS
F_ELEMNE	1563	IMPUTATION FLAG FOR ELEMNEW
F_ELSENU	1537	IMPUTATION FLAG FOR ELSENUM
F_ELSEWH	1536	IMPUTATION FLAG FOR ELSEWHER
F_EMERCE	1732	IMPUTATION FLAG FOR EMERCERT
F_EMPLYT	1630	IMPUTATION FLAG FOR EMPLYTCH
F_ENGLNE	1565	IMPUTATION FLAG FOR ENGLNEW
F_ENGLVA	1619	IMPUTATION FLAG FOR ENGLVAC
F_ENROL1	1749	IMPUTATION FLAG FOR ENROL12
F_ENROLH	1545	IMPUTATION FLAG FOR ENROLHS
F_EPISCP	1430	IMPUTATION FLAG FOR EPISCPLS
F_ESOLNE	1569	IMPUTATION FLAG FOR ESOLNEW
F_ESOLNU	1457	IMPUTATION FLAG FOR ESOLNUM
F_ESOLPG	1456	IMPUTATION FLAG FOR ESOLPGM
F_ESOLVA	1623	IMPUTATION FLAG FOR ESOLVAC
F_EVALTC	1626	IMPUTATION FLAG FOR EVALTCH
F_EXISTS	1628	IMPUTATION FLAG FOR EXISTS
F_EXPAND	1611	IMPUTATION FLAG FOR EXPANDSZ
F_FAMLYR	1396	IMPUTATION FLAG FOR FAMLYRES
F_FOLLOW	1629	IMPUTATION FLAG FOR FOLLOWUP
F_FORGNV	1624	IMPUTATION FLAG FOR FORGNVAC
F_FREELN	1484	IMPUTATION FLAG FOR FREELNCH
F_FRIEND	1428	IMPUTATION FLAG FOR FRIENDS
F_FTAIDE	1600	IMPUTATION FLAG FOR FTAIDES
F_FTALLO	1604	IMPUTATION FLAG FOR FTALLOTH
F_FTASSI	1590	IMPUTATION FLAG FOR FTASSIST
F_FTGUID	1592	IMPUTATION FLAG FOR FTGUIDES
F_FTHEAD	1588	IMPUTATION FLAG FOR FTHEADS
F_FTLIBR	1596	IMPUTATION FLAG FOR FTLIBRNS
F_FTMEDI	1602	IMPUTATION FLAG FOR FTMEDIA
F_FTPROS	1598	IMPUTATION FLAG FOR FTPROSTF
F_FTVTCO	1594	IMPUTATION FLAG FOR FTVTCOUN
F_FULLCE	1731	IMPUTATION FLAG FOR FULLCERT
F_FULTEA	1548	IMPUTATION FLAG FOR FULTEACH

F_GENERA	1543	IMPUTATION FLAG FOR GENERAL
F_GENLNU	1544	IMPUTATION FLAG FOR GENLNUM
F_GENLVA	1617	IMPUTATION FLAG FOR GENLVAC
F_GIFTDN	1467	IMPUTATION FLAG FOR GIFTDNUM
F_GIFTDP	1466	IMPUTATION FLAG FOR GIFTDPGM
F_GRADAP	1547	IMPUTATION FLAG FOR GRADAPLY
F_GRADNU	1546	IMPUTATION FLAG FOR GRADNUM
F_HBREWD	1439	IMPUTATION FLAG FOR HBREWDAY
F_HIGHSA	1693	IMPUTATION FLAG FOR HIGHSAL
F_HISPDI	1759	IMPUTATION FLAG FOR HISPDIST
F_HISPNS	1453	IMPUTATION FLAG FOR HISPNSTU
F_HISPNT	1553	IMPUTATION FLAG FOR HISPNTCH
F_HOUSIN	1682	IMPUTATION FLAG FOR HOUSING
F_INCENT	1702	IMPUTATION FLAG FOR INCENTIV
F_INCNTC	1703	IMPUTATION FLAG FOR INCNTCSH
F_INCNTI	1705	IMPUTATION FLAG FOR INCNTINC
F_INCNTS	1704	IMPUTATION FLAG FOR INCNTSTP
F_INCRED	1740	IMPUTATION FLAG FOR INCREDIT
F_INPURC	1741	IMPUTATION FLAG FOR INPURCH
F_INTRVI	1497	IMPUTATION FLAG FOR INTRVIEW
F_JESUIT	1436	IMPUTATION FLAG FOR JESUITS
F_KGLEND	1477	IMPUTATION FLAG FOR KGLENDAY
F_KGNUMD	1476	IMPUTATION FLAG FOR KGNUMDAY
F_KGOFFE	1475	IMPUTATION FLAG FOR KGOFFER
F_LABSCH	1434	IMPUTATION FLAG FOR LABSCHLS
F_LAIDOF	1671	IMPUTATION FLAG FOR LAIDOFF
F_LANGNE	1571	IMPUTATION FLAG FOR LANGNEW
F_LASTKG	1636	IMPUTATION FLAG FOR LASTKG
F_LASTOT	1644	IMPUTATION FLAG FOR LASTTOT
F_LASTPK	1634	IMPUTATION FLAG FOR LASTPK
F_LASTPS	1642	IMPUTATION FLAG FOR LASTPS
F_LASTUG	1632	IMPUTATION FLAG FOR LASTUG
F_LASTYE	1398	IMPUTATION FLAG FOR LASTYEAR
F_LAS1_6	1638	IMPUTATION FLAG FOR LAST1_6
F_LESSQU	1616	IMPUTATION FLAG FOR LESSQUAL
F_LESS10	1559	IMPUTATION FLAG FOR LESS10EX
F_LESS21	1560	IMPUTATION FLAG FOR LESS21EX
F_LESS3E	1558	IMPUTATION FLAG FOR LESS3EXP
F_LFTBIL	1584	IMPUTATION FLAG FOR LFTBILNG
F_LFTBIO	1582	IMPUTATION FLAG FOR LFTBIO
F_LFTENG	1579	IMPUTATION FLAG FOR LFTENGL
F_LFTESO	1583	IMPUTATION FLAG FOR LFTESOL
F_LFTGEN	1577	IMPUTATION FLAG FOR LFTGENL
F_LFTLAN	1585	IMPUTATION FLAG FOR LFTLANG
F_LFTMAT	1580	IMPUTATION FLAG FOR LFTMATH
F_LFTOTH	1587	IMPUTATION FLAG FOR LFTOTHER
F_LFTPHY	1581	IMPUTATION FLAG FOR LFTPHYS

F_LFTSPE	1578	IMPUTATION FLAG FOR LFTSPECL
F_LFTTEA	1575	IMPUTATION FLAG FOR LFTTEACH
F_LFTTOT	1574	IMPUTATION FLAG FOR LFTTOTAL
F_LFTUNK	1576	IMPUTATION FLAG FOR LFTUNK
F_LFTVOT	1586	IMPUTATION FLAG FOR LFTVOTEC
F_LIBK_6	1672	IMPUTATION FLAG FOR LIBK_6
F_LIBRYA	1479	IMPUTATION FLAG FOR LIBRYALL
F_LIB7_1	1673	IMPUTATION FLAG FOR LIB7_12
F_LIFE	1680	IMPUTATION FLAG FOR LIFE
F_LNGTHY	1688	IMPUTATION FLAG FOR LNGTHYR
F_LUNCHK	1486	IMPUTATION FLAG FOR LUNCHK12
F_LUNCHP	1485	IMPUTATION FLAG FOR LUNCHPK
F_L7_12	1640	IMPUTATION FLAG FOR LAST7_12
F_MAJORF	1734	IMPUTATION FLAG FOR MAJORFLD
F_MATHNE	1566	IMPUTATION FLAG FOR MATHNEW
F_MATHNU	1463	IMPUTATION FLAG FOR MATHNUM
F_MATHPG	1462	IMPUTATION FLAG FOR MATHPGM
F_MATHVA	1620	IMPUTATION FLAG FOR MATHVAC
F_MAXMAS	1692	IMPUTATION FLAG FOR MAXMASTR
F_MAXSAL	1695	IMPUTATION FLAG FOR MAXSALRY
F_MEALS	1683	IMPUTATION FLAG FOR MEALS
F_MEDICA	1678	IMPUTATION FLAG FOR MEDICAL
F_MENTOR	1627	IMPUTATION FLAG FOR MENTOR
F_MERITC	1699	IMPUTATION FLAG FOR MERITCS
F_MERITI	1701	IMPUTATION FLAG FOR MERITINC
F_MERITP	1698	IMPUTATION FLAG FOR MERITPAY
F_MERITS	1700	IMPUTATION FLAG FOR MERITSTP
F_MINBAC	1690	IMPUTATION FLAG FOR MINBACH
F_MINMAS	1691	IMPUTATION FLAG FOR MINMASTR
F_MINSAL	1694	IMPUTATION FLAG FOR MINSALRY
F_MLTRYS	1416	IMPUTATION FLAG FOR MLTRYSCH
F_MOREXP	1561	IMPUTATION FLAG FOR MOREXP21
F_MOSTIM	1500	IMPUTATION FLAG FOR MOSTIMP
F_NAIS	1431	IMPUTATION FLAG FOR NAIS
F_NAPEC	1422	IMPUTATION FLAG FOR NAPEC
F_NCACS	1411	IMPUTATION FLAG FOR NCACS
F_NCEA	1435	IMPUTATION FLAG FOR NCEA
F_NCNE	1437	IMPUTATION FLAG FOR NCNE
F_NEWCER	1670	IMPUTATION FLAG FOR NEWCERTS
F_NEWHIR	1669	IMPUTATION FLAG FOR NEWHIRES
F_NEWTEA	1562	IMPUTATION FLAG FOR NEWTEACH
F_NFCS	1438	IMPUTATION FLAG FOR NFCS
F_NIPSA	1432	IMPUTATION FLAG FOR NIPSA
F_NOLUNC	1487	IMPUTATION FLAG FOR NOLUNCH
F_NONE	1687	IMPUTATION FLAG FOR NONE
F_NONE2	1446	IMPUTATION FLAG FOR NONE2
F_NONREL	1445	IMPUTATION FLAG FOR NONRELIG

F_NOWKG	1635	IMPUTATION FLAG FOR NOWKG
F_NOWPK	1633	IMPUTATION FLAG FOR NOWPK
F_NOWPS	1641	IMPUTATION FLAG FOR NOWPS
F_NOWTOT	1643	IMPUTATION FLAG FOR NOWTOT
F_NOWUG	1631	IMPUTATION FLAG FOR NOWUG
F_NOW1_6	1637	IMPUTATION FLAG FOR NOW1_6
F_NTEPAS	1738	IMPUTATION FLAG FOR NTEPASS
F_NUMBKG	1509	IMPUTATION FLAG FOR NUMBRKG
F_NUMBPK	1507	IMPUTATION FLAG FOR NUMBRPK
F_NUMBPS	1535	IMPUTATION FLAG FOR NUMBRPS
F_NUMBR3	1515	IMPUTATION FLAG FOR NUMBR3
F_NUMBR4	1517	IMPUTATION FLAG FOR NUMBR4
F_NUMBR5	1519	IMPUTATION FLAG FOR NUMBR5
F_NUMBR6	1521	IMPUTATION FLAG FOR NUMBR6
F_NUMBR7	1523	IMPUTATION FLAG FOR NUMBR7
F_NUMBR8	1525	IMPUTATION FLAG FOR NUMBR8
F_NUMBR9	1527	IMPUTATION FLAG FOR NUMBR9
F_NUMBUG	1503	IMPUTATION FLAG FOR NUMBRUG
F_NUMB1	1511	IMPUTATION FLAG FOR NUMBR1
F_NUMB10	1529	IMPUTATION FLAG FOR NUMBR10
F_NUMB11	1531	IMPUTATION FLAG FOR NUMBR11
F_NUMB12	1533	IMPUTATION FLAG FOR NUMBR12
F_NUMB2	1513	IMPUTATION FLAG FOR NUMBR2
F_NUMDAY	1447	IMPUTATION FLAG FOR NUMDAYS
F_NUMHOU	1448	IMPUTATION FLAG FOR NUMHOURS
F_NUMMNT	1449	IMPUTATION FLAG FOR NUMMNTE
F_NURSEN	1505	IMPUTATION FLAG FOR NURSENUM
F_NURSEO	1504	IMPUTATION FLAG FOR NURSEOFF
F_N7_12	1639	IMPUTATION FLAG FOR NOW7_12
F_OFFER3	1514	IMPUTATION FLAG FOR OFFER3
F_OFFER4	1516	IMPUTATION FLAG FOR OFFER4
F_OFFER5	1518	IMPUTATION FLAG FOR OFFER5
F_OFFER6	1520	IMPUTATION FLAG FOR OFFER6
F_OFFER7	1522	IMPUTATION FLAG FOR OFFER7
F_OFFER8	1524	IMPUTATION FLAG FOR OFFER8
F_OFFER9	1526	IMPUTATION FLAG FOR OFFER9
F_OFFRKG	1508	IMPUTATION FLAG FOR OFFERKG
F_OFFRPK	1506	IMPUTATION FLAG FOR OFFERPK
F_OFFRPS	1534	IMPUTATION FLAG FOR OFFERPS
F_OFFRUG	1502	IMPUTATION FLAG FOR OFFERUG
F_OFFR1	1510	IMPUTATION FLAG FOR OFFER1
F_OFFR10	1528	IMPUTATION FLAG FOR OFFER10
F_OFFR11	1530	IMPUTATION FLAG FOR OFFER11
F_OFFR12	1532	IMPUTATION FLAG FOR OFFER12
F_OFFR2	1512	IMPUTATION FLAG FOR OFFER2
F_ONESVK	1482	IMPUTATION FLAG FOR ONESVK12
F_ONESVP	1481	IMPUTATION FLAG FOR ONESVPK

F_ONETEA	1483	IMPUTATION FLAG FOR ONETEACH
F_OPERAT	1393	IMPUTATION FLAG FOR OPERATE
F_ORALRB	1442	IMPUTATION FLAG FOR ORALRBTS
F_OTHBIL	1419	IMPUTATION FLAG FOR OTHBILNG
F_OTHCHR	1443	IMPUTATION FLAG FOR OTHCHRST
F_OTHECE	1425	IMPUTATION FLAG FOR OTHECE
F_OTHERC	1748	IMPUTATION FLAG FOR OTHERCRD
F_OTHERN	1573	IMPUTATION FLAG FOR OTHERNEW
F_OTHIND	1433	IMPUTATION FLAG FOR OTHINDPV
F_OTHINT	1427	IMPUTATION FLAG FOR OTHINTL
F_OTHJEW	1441	IMPUTATION FLAG FOR OTHJEWSH
F_OTHMTS	1414	IMPUTATION FLAG FOR OTHMTSRI
F_OTHRDI	1645	IMPUTATION FLAG FOR OTHRDIST
F_OTHREL	1444	IMPUTATION FLAG FOR OTHRELIG
F_OTHRKG	1647	IMPUTATION FLAG FOR OTHRKG
F_OTHRUG	1646	IMPUTATION FLAG FOR OTHRUG
F_OTHXPC	1423	IMPUTATION FLAG FOR OTHXPCHL
F_OTH1_6	1648	IMPUTATION FLAG FOR OTHR1_6
F_OTH712	1649	IMPUTATION FLAG FOR OTHR7_12
F_OUTCRE	1742	IMPUTATION FLAG FOR OUTCREDT
F_OUTPUR	1743	IMPUTATION FLAG FOR OUTPURCH
F_OWNLIB	1478	IMPUTATION FLAG FOR OWNLIBRY
F_PARTEA	1549	IMPUTATION FLAG FOR PARTEACH
F_PCTMAL	1402	IMPUTATION FLAG FOR PCTMALE
F_PENSIO	1681	IMPUTATION FLAG FOR PENSION
F_PGMTYP	1400	IMPUTATION FLAG FOR PGMTYPE
F_PHONEI	1394	IMPUTATION FLAG FOR PHONEINT
F_PHYSNE	1567	IMPUTATION FLAG FOR PHYSNEW
F_PHYSVA	1621	IMPUTATION FLAG FOR PHYSVAC
F_PKLEND	1474	IMPUTATION FLAG FOR PKLENDAY
F_PKNUMD	1473	IMPUTATION FLAG FOR PKNUMDAY
F_PKOFFE	1472	IMPUTATION FLAG FOR PKOFFER
F_PREPNU	1540	IMPUTATION FLAG FOR PREPNUM
F_PRTEAC	1615	IMPUTATION FLAG FOR PRTEACH
F_PTAIDE	1601	IMPUTATION FLAG FOR PTAIDES
F_PTALLO	1605	IMPUTATION FLAG FOR PTALLOTH
F_PTASSI	1591	IMPUTATION FLAG FOR PTASSIST
F_PTGUID	1593	IMPUTATION FLAG FOR PTGUIDES
F_PTHEAD	1589	IMPUTATION FLAG FOR PTHEADS
F_PTLIBR	1597	IMPUTATION FLAG FOR PTLIBRNS
F_PTMEDI	1603	IMPUTATION FLAG FOR PTMEDIA
F_PTPROS	1599	IMPUTATION FLAG FOR PTPROSTF
F_PTVTCO	1595	IMPUTATION FLAG FOR PTVTCOUN
F_PURCHA	1747	IMPUTATION FLAG FOR PURCHASE
F_PVTCER	1730	IMPUTATION FLAG FOR PVTCERT
F_READNU	1461	IMPUTATION FLAG FOR READNUM
F_READPG	1460	IMPUTATION FLAG FOR READPGM

F_REASSI	1613	IMPUTATION FLAG FOR REASSIGN
F_REBIO	1724	IMPUTATION FLAG FOR REBIO
F_RECMND	1498	IMPUTATION FLAG FOR RECMNDS
F_RECOMP	1722	IMPUTATION FLAG FOR RECOMP
F_RECORD	1494	IMPUTATION FLAG FOR RECORDS
F_RELANG	1726	IMPUTATION FLAG FOR RELANG
F_RELIGA	1499	IMPUTATION FLAG FOR RELIGAFF
F_RELIGD	1406	IMPUTATION FLAG FOR RELIGDEN
F_REMATH	1721	IMPUTATION FLAG FOR REMATH
F_REOTHE	1728	IMPUTATION FLAG FOR REOTHER
F_REPHYS	1723	IMPUTATION FLAG FOR REPHYS
F_RESOL	1725	IMPUTATION FLAG FOR RESOL
F_RESPEC	1720	IMPUTATION FLAG FOR RESPECL
F_RETIRE	1739	IMPUTATION FLAG FOR RETIREMT
F_RETRAI	1719	IMPUTATION FLAG FOR RETRAING
F_REVOTE	1727	IMPUTATION FLAG FOR REVOTEC
F_ROLLOV	1746	IMPUTATION FLAG FOR ROLLOVER
F_SALSCH	1689	IMPUTATION FLAG FOR SALSCHED
F_SAMEOR	1745	IMPUTATION FLAG FOR SAMEORG
F_SCHECH	1440	IMPUTATION FLAG FOR SCHECHTR
F_SCHLEV	1399	IMPUTATION FLAG FOR SCHLEVEL
F_SCHOLA	1685	IMPUTATION FLAG FOR SCHOLAR
F_SCREEN	1395	IMPUTATION FLAG FOR SCREENB
F_SECNDI	1501	IMPUTATION FLAG FOR SECNDIMP
F_SERVIC	1697	IMPUTATION FLAG FOR SERVICE
F_SHORTA	1706	IMPUTATION FLAG FOR SHORTAGE
F_SHORTC	1707	IMPUTATION FLAG FOR SHORTCSH
F_SHORTI	1709	IMPUTATION FLAG FOR SHORTINC
F_SHORTS	1708	IMPUTATION FLAG FOR SHORTSTP
F_SHRTBI	1714	IMPUTATION FLAG FOR SHRTBIO
F_SHRTCO	1712	IMPUTATION FLAG FOR SHRTCOMP
F_SHRTES	1715	IMPUTATION FLAG FOR SHRTESOL
F_SHRTLA	1716	IMPUTATION FLAG FOR SHRTLANG
F_SHRTMA	1711	IMPUTATION FLAG FOR SHRTMATH
F_SHRTOT	1718	IMPUTATION FLAG FOR SHRTOTHR
F_SHRTPH	1713	IMPUTATION FLAG FOR SHRTPHYS
F_SHRTSP	1710	IMPUTATION FLAG FOR SHRTSPEC
F_SHRTVO	1717	IMPUTATION FLAG FOR SHRTVOC
F_SPCLNE	1564	IMPUTATION FLAG FOR SPCLNEW
F_SPCLNU	1465	IMPUTATION FLAG FOR SPCLNUM
F_SPECIA	1495	IMPUTATION FLAG FOR SPECIAL
F_SPECLP	1464	IMPUTATION FLAG FOR SPECLPGM
F_SPECLV	1618	IMPUTATION FLAG FOR SPECLVAC
F_SRVHRS	1767	IMPUTATION FLAG FOR SRVHRS
F_SRVYMI	1768	IMPUTATION FLAG FOR SRVYMINS
F_STABAS	1736	IMPUTATION FLAG FOR STABASIC
F_STASUB	1737	IMPUTATION FLAG FOR STASUBJ

F_SUBTEA	1614	IMPUTATION FLAG FOR SUBTEACH
F_SVNTHD	1429	IMPUTATION FLAG FOR SVNTHDAY
F_TALENT	1496	IMPUTATION FLAG FOR TALENT
F_TCHAMI	1762	IMPUTATION FLAG FOR TCHAMIND
F_TCHASI	1763	IMPUTATION FLAG FOR TCHASIAN
F_TCHBLA	1765	IMPUTATION FLAG FOR TCHBLACK
F_TCHISP	1764	IMPUTATION FLAG FOR TCHISPNC
F_TCHWHI	1766	IMPUTATION FLAG FOR TCHWHITE
F_TEACHE	1733	IMPUTATION FLAG FOR TEACHED
F_TECHNE	1572	IMPUTATION FLAG FOR TECHNEW
F_TECHNU	1542	IMPUTATION FLAG FOR TECHNUM
F_THISYE	1397	IMPUTATION FLAG FOR THISYEAR
F_TKGLAS	1655	IMPUTATION FLAG FOR TKGLAST
F_TKGNOW	1654	IMPUTATION FLAG FOR TKGNOW
F_TOTLIB	1674	IMPUTATION FLAG FOR TOTLIBRY
F_TOTTEA	1550	IMPUTATION FLAG FOR TOTTEACH
F_TPKLAS	1653	IMPUTATION FLAG FOR TPKLAST
F_TPKNOW	1652	IMPUTATION FLAG FOR TPKNOW
F_TPSLAS	1661	IMPUTATION FLAG FOR TPSLAST
F_TPSNOW	1660	IMPUTATION FLAG FOR TPSNOW
F_TRANSP	1684	IMPUTATION FLAG FOR TRANSPT
F_TTOTK_	1664	IMPUTATION FLAG FOR TTOTK_12
F_TTOTLA	1663	IMPUTATION FLAG FOR TTOTLAST
F_TTOTNO	1662	IMPUTATION FLAG FOR TTOTNOW
F_TUGLAS	1651	IMPUTATION FLAG FOR TUGLAST
F_TUGNOW	1650	IMPUTATION FLAG FOR TUGNOW
F_TUITIN	1490	IMPUTATION FLAG FOR TUITIN
F_TUITIO	1686	IMPUTATION FLAG FOR TUITION
F_TWELFT	1538	IMPUTATION FLAG FOR TWELFTH
F_T1_6LA	1657	IMPUTATION FLAG FOR T1_6LAST
F_T1_6NO	1656	IMPUTATION FLAG FOR T1_6NOW
F_T7_12L	1659	IMPUTATION FLAG FOR T7_12LST
F_T7_12N	1658	IMPUTATION FLAG FOR T7_12NOW
F_UNFILL	1609	IMPUTATION FLAG FOR UNFILLED
F_UNPAID	1696	IMPUTATION FLAG FOR UNPAID
F_VACANC	1666	IMPUTATION FLAG FOR VACANCY
F_VACNCY	1608	IMPUTATION FLAG FOR VACNCY
F_VACNTL	1675	IMPUTATION FLAG FOR VACNTLIB
F_VOCTEC	1541	IMPUTATION FLAG FOR VOCTECH
F_VOLNTN	1607	IMPUTATION FLAG FOR VOLNTNUM
F_VOLNTS	1606	IMPUTATION FLAG FOR VOLNTSVC
F_VOTECV	1625	IMPUTATION FLAG FOR VOTECVAC
F_WHITES	1455	IMPUTATION FLAG FOR WHITESTU
F_WHITET	1555	IMPUTATION FLAG FOR WHITETCH
F_WHTDIS	1761	IMPUTATION FLAG FOR WHTDIST
F_YRSCOM	1752	IMPUTATION FLAG FOR YRSCOMP
F_YRSENG	1750	IMPUTATION FLAG FOR YRSENGL

F_YRSLAN	1755	IMPUTATION FLAG FOR YRSLANG
F_YRSMAT	1751	IMPUTATION FLAG FOR YRSMATH
F_YRSSCI	1754	IMPUTATION FLAG FOR YRSSCI
F_YRSSOC	1753	IMPUTATION FLAG FOR YRSSOC
F_YRS3_4	1756	IMPUTATION FLAG FOR YRS3_4
FAMLYRES	484	SCHOOL LOCATED IN PRIVATE RESIDENCE
FOLLOWUP	915	TELEPHONE FOLLOWUP
FORGNVAC	910	DIFFICULTY FILLING VACNCY: FOREIGN LANG
FREELNCH	637	STUDENTS ELIGIBLE FOR FREE LUNCHES
FRIENDS	529	ASSN SCH BELONGS TO: FRNDS COUNCIL ED
FTAIDES	876	NMBR FULL-TIME CLASSROOM TEACHER AIDES
FTALLOTH	885	NMBR FULL-TIME OTHER NON-INSTRUC STAFF
FTASSIST	857	NMBR FULL-TIME ASSISTANT PRINCIPALS
FTGUIDES	861	NMBR FULL-TIME GUIDANCE COUNSELORS
FTHEADS	855	NMBR FULL-TIME PRINCIPALS
FTLIBRNS	868	NMBR FULL-TIME LIBRARIANS/MEDIA STAFF
FTMEDIA	881	NMBR FULL-TIME LBRARY/MEDIA CENTER AIDES
FTPROSTF	872	NMBR FULL-TIME OTHER PROFFESSIONAL STAFF
FTVTCOUN	865	NUMBR FULL-TIME VOCATIONAL COUNSELORS
FULLCERT	1216	DIST CRIT FOR HIRING TCHRS: STD ST CERT
FULTEACH	772	NMBR FULL-TIME K-12 TEACHERS
GENERAL	758	THIS SCHOOL OFFER GENERAL PROGRAM
GENLNUM	759	NMBR 10-12 STDNTS IN GENERAL CLASSES
GENLVAC	903	DIFFICULTY FILLING VACNCY: ELEMENTARY
GIFTDNUM	604	NMBR GIFTED/TALENTED PROGRAM STUDENTS
GIFTDPGM	603	GIFTED/TALENTED PROGRAM AVAILABLE
GRADAPLY	769	NMBR LAST YR GRADS APPLIED TO 2/4 COLLGE
GRADNUM	766	NMBR 12TH GRADE STDNTS GRADUATED LAST
HBREWDAY	540	ASSN SCH BELONGS TO: NTL SOC HEBREW DAY
HIGHSAL	1166	MAX YR BSE SAL PER SCHED: HIGHEST STEP
HISPDIST	1265	NMBR DIST K-12 STUDENTS: HISPANIC
HISPNSTU	566	NMBR K-12 STUDENTS ARE: HISPANIC
HISPNTCH	786	NMBR K-12 TEACHER ARE: HISPANIC
HOUSING	1142	BENEFITS AVAIL TO DIST TCHRS: HOUSING
INCENTIV	1187	DIST USE INCNTVS TO RECRUIT/RETAIN TCHRS
INCNTCSH	1188	PAY INCNTVS OFFERED TCHRS: CASH BONUS
INCNTINC	1190	PAY INCNTVS OFFERED TCHRS: OTHR SAL INCR
INCNTSTP	1189	PAY INCNTVS OFFERED TCHRS: STEP ON SCHED
INCREDIT	1225	IN-STATE TRANSFER OF RETIREMENT CREDIT
INPURCH	1226	TCHRS MUST BUY IN-ST TRNSFR RETRMNT CRD
INTRVIEW	659	ADMIT REQUIREMENT: PERSONAL INTERVIEW
JESUITS	537	ASSN SCH BELONGS TO: JESUIT SCNDRY ASSN
KGLENDAY	623	LENGTH OF KINDERGARTEN SCHOOL DAY
KGNUMDAY	622	NMBR DAYS PER WK KINDERGARTEN OFFERED
KGOFFER	621	KINDERGARTEN OFFERED
LABSCHLS	535	ASSN SCH BELONGS TO: NTL ASSN LABORATRY
LAIDOFF	1111	NMBR FTE K-12 TCHRS LAIDOFF LAST YR

LANGNEW	829	NMBR NEW K-12 TCHRS MAIN ASSIGN: F LANG
LASTKG	942	DISTRICT HEAD COUNT LAST YEAR: KINDER
LASTPK	932	DISTRICT HEAD COUNT LAST YEAR: PREKIND
LASTPS	976	DIST HEAD COUNT LAST YEAR: POSTSECONDARY
LASTTOT	987	TOTAL DIST HEAD COUNT ENROLLMENT LAST YR
LASTUG	922	DISTRICT HEAD COUNT LAST YEAR: UNGRADED
LASTYEAR	489	NMBR STUDENTS LAST YEAR K-12 OR UNGRADED
LAST1_6	953	DIST HEAD COUNT LAST YEAR: GRADES 1-6
LAST7_12	965	DIST HEAD COUNT LAST YEAR: GRADES 7-12
LEAWGT	40	SCHOOL OR DISTRICT FINAL WEIGHT
LESSQUAL	902	METHOD TO COVER VACANCIES: LESSQUAL
LESS10EX	803	NMBR K-12 TCHRS TAUGHT 3-9 YEARS
LESS21EX	806	NMBR K-12 TCHRS TAUGHT 10-20 YEARS
LESS3EXP	800	NMBR K-12 TCHRS TAUGHT LESS THAN 3 YRS
LFTBILNG	849	NMBR LFT K-12 TCHRS MAIN ASSIGN: BILING
LFTBIO	847	NMBR LFT K-12 TCHRS MAIN ASSIGN: BIOLGY
LFTENGL	843	NUMBR LFT K-12 TCHRS MAIN ASSIGN: ENGLISH
LFTESOL	848	NUMBR LFT K-12 TCHRS MAIN ASSIGN: ESL
LFTGENL	840	NMBR LFT K-12 TCHRS MAIN ASSIGN: ELEM
LFTLANG	850	NUMBR LFT K-12 TCHRS MAIN ASSIGN: F LANG
LFTMATH	845	NMBR LFT K-12 TCHRS MAIN ASSIGN: MATH
LFTOTHER	853	NMBR LFT K-12 TCHRS MAIN ASSIGN: OTHER
LFTPHYS	846	NMBR LFT K-12 TCHRS MAIN ASSIGN: PHYSSCI
LFTSPECL	842	NMBR LFT K-12 TCHRS MAIN ASSIGN: SPCL ED
LFTTEACH	837	NMBR K-12 TCHRS LEFT TEACHING
LFTTOTAL	835	NMBR K-12 TCHRS LEFT THIS SCHOOL
LFTUNK	839	NMBR K-12 TCHRS LEFT TEACHING UNKNOWN
LFTVOTEC	851	NMBR LFT K-12 TCHRS MAIN ASSIGN: VOTECH
LIBK_6	1114	NMBR FTE K-6 LIBRARIANS/MEDIA SPEC
LIBRYALL	625	ALL STDNTS HAVE LBRY/MEDIA CNTR ACCESS
LIB7_12	1119	NMBR FTE 7-12 LIBRARIANS/MEDIA SPEC
LIFE	1140	BENEFITS AVAIL TO DIST TCHRS: LIFE INS
LNGTHYR	1148	NMBR MONTHS IN TCHR CONTRACT YEAR
LOCALE	504	TYPE OF LOCALE
LUNCHK12	641	NMBR K-12 STUDENTS RECEIVE FREE LUNCH
LUNCHPK	638	NMBR PREKIND STUDENTS RECEIVE FREE LNCH
MAJORFLD	1219	DIST CRIT FOR HIRING TCHRS: DEG IN FIELD
MATHNEW	821	NMBR NEW K-12 TCHRS MAIN ASSIGN: MATH
MATHNUM	594	NMBR REMEDIAL MATHEMATICS STUDENTS
MATHPGM	593	REMEDIAL MATHEMATICS AVAILABLE
MATHVAC	906	DIFFICULTY FILLING VACNCY: MATH
MAXMASTR	1161	MIN YR BSE SAL PER SCHED: MSTR/20 YR EXP
MAXSALRY	1176	MAX BASE YR TCHR SALARIES THIS DISTRICT
MEALS	1143	BENEFITS AVAIL TO DIST TCHRS: MEALS

MEDICAL	1138	BENEFITS AVAIL TO DIST TCHRS: MED INS
MENTOR	913	MENTOR TCHR FOR NEW TEACHERS THIS SCH
MERITCS	1184	PERF-BASED COMPENSATION: CASH BONUS
MERITINC	1186	PERF-BASED COMPENSATION: OTHER SAL INCR
MERITPAY	1183	DIST HAS MERIT PAY PLAN FOR TEACHERS
MERITSTP	1185	PERF-BASED COMPENSATION: STEP ON SALSCHD
METRO	28	METRO STATUS CODE FOR LEA
MINBACH	1151	MIN YR BSE SAL PER SCHED: BACH/NO YR EXP
MINMASTR	1156	MIN YR BSE SAL PER SCHED: MSTR/NO YR EXP
MINSALRY	1171	MIN BASE YR TCHR SALARIES THIS DISTRICT
MLTRYSCH	517	ASSN SCH BELONGS TO: ASSN MILITARY SCH
MOREXP21	809	NMBR K-12 TCHRS TAUGHT MORE THAN 20 YRS
MOSTIMP	662	MOST IMPORTANT ADMISSION CONSIDERATION
NAIS	532	ASSN SCH BELONGS TO: NTL ASSN INDEPEND
NAPEC	523	ASSN SCH BELONGS TO: NTL ASSN EXCP CHL
NCACS	512	ASSN SCH BELONGS TO: ALTRNTV COMM SCH
NCEA	536	ASSN SCH BELONGS TO: NTL CATH ED ASSN
NCNE	538	ASSN SCH BELONGS TO: NTL CNTR NEIGHBOR
NEWCERTS	1105	NMBR FTE K-12 NEW TCHRS HAVE CERTIFICATN
NEWHIRES	1101	NMBR FTE K-12 TCHRS NEWLY HIRED
NEWTEACH	812	NMBR K-12 TCHRS NEW TO THIS SCH THIS YR
NFCS	539	ASSN SCH BELONGS TO: NTL FED CHURCH SCH
NIPSA	533	ASSN SCH BELONGS TO: NTL INDEP PVT SCH
NOLUNCH	645	SCHOOL NOT PARTICIPATE IN FREE LUNCH PGM
NONE	1147	BENEFITS AVAIL TO DIST TCHRS: NONE
NONE2	547	ASSN SCH BELONGS TO: NONE
NONRELIG	546	ASSN SCH BELONGS TO: OTHR NONRELIG ASSN
NOWKG	937	DISTRICT HEAD COUNT THIS YEAR: KINDER
NOWPK	927	DISTRICT HEAD COUNT THIS YEAR: PREKIND
NOWPS	971	DIST HEAD COUNT THIS YEAR: POSTSECONDARY
NOWTOT	981	TOTAL DIST HEAD COUNT ENROLLMENT THIS
NOWUG	917	DISTRICT HEAD COUNT THIS YEAR: UNGRADED
NOW1_6	947	DIST HEAD COUNT THIS YEAR: GRADES 1-6
NOW7_12	959	DIST HEAD COUNT THIS YEAR: GRADES 7-12
NTEPASS	1223	DIST CRIT FOR HIRING TCHRS: NTL TCHR TST
NUMBR1	682	NMBR STUDENTS ENROLLED IN 1ST GRADE
NUMBR2	686	NMBR STUDENTS ENROLLED IN 2ND GRADE
NUMBR3	690	NMBR STUDENTS ENROLLED IN 3RD GRADE
NUMBR4	694	NMBR STUDENTS ENROLLED IN 4TH GRADE
NUMBR5	698	NMBR STUDENTS ENROLLED IN 5TH GRADE
NUMBR6	702	NMBR STUDENTS ENROLLED IN 6TH GRADE
NUMBR7	706	NMBR STUDENTS ENROLLED IN 7TH GRADE
NUMBR8	710	NMBR STUDENTS ENROLLED IN 8TH GRADE
NUMBR9	714	NMBR STUDENTS ENROLLED IN 9TH GRADE
NUMBR10	719	NMBR STUDENTS ENROLLED IN 10TH GRADE
NUMBR11	724	NMBR STUDENTS ENROLLED IN 11TH GRADE
NUMBR12	729	NMBR STUDENTS ENROLLED IN 12TH GRADE

NUMBRKG	678	NMBR STUDENTS ENROLLED IN KINDERGARTEN
NUMBRPK	674	NMBR STUDENTS ENROLLED IN PREKIND
NUMBRPS	734	NMBR STUDENTS ENROLLED IN POSTSECONDARY
NUMBRUG	665	NMBR STUDENTS ENROLLED IN UNGRADED
NUMDAYS	548	NMBR DAYS IN SCHOOL YEAR
NUMHOURS	551	NMBR HOURS IN SCHOOL DAY
NUMMNTE	553	NMBR MINUTES IN SCHOOL DAY
NURSENUM	670	NMBR OF NURSERY PARTICIPANTS
NURSEOFF	669	NURSERY OFFERED THIS SCHOOL
OFFER1	681	GRADE LEVELS SCHOOL OFFERS: 1ST GRADE
OFFER2	685	GRADE LEVELS SCHOOL OFFERS: 2ND GRADE
OFFER3	689	GRADE LEVELS SCHOOL OFFERS: 3RD GRADE
OFFER4	693	GRADE LEVELS SCHOOL OFFERS: 4TH GRADE
OFFER5	697	GRADE LEVELS SCHOOL OFFERS: 5TH GRADE
OFFER6	701	GRADE LEVELS SCHOOL OFFERS: 6TH GRADE
OFFER7	705	GRADE LEVELS SCHOOL OFFERS: 7TH GRADE
OFFER8	709	GRADE LEVELS SCHOOL OFFERS: 8TH GRADE
OFFER9	713	GRADE LEVELS SCHOOL OFFERS: 9TH GRADE
OFFER10	718	GRADE LEVELS SCHOOL OFFERS: 10TH GRADE
OFFER11	723	GRADE LEVELS SCHOOL OFFERS: 11TH GRADE
OFFER12	728	GRADE LEVELS SCHOOL OFFERS: 12TH GRADE
OFFERKG	677	GRADE LEVELS SCHOOL OFFERS: KINDERGARTEN
OFFERPK	673	GRADE LEVELS SCHOOL OFFERS: PREKIND
OFFERPS	733	GRADE LEVELS SCHOOL OFFERS: POSTSECONDRY
OFFERUG	664	GRADE LEVELS SCHOOL OFFERS: UNGRADED
ONESVK12	630	NMBR K-12 CHAPTER 1 STUDENTS SERVED
ONESVPK	627	NMBR PREKIND CHAPTER 1 STUDENTS SERVED
ONETEACH	634	NMBR CHAPTER 1 TEACHERS/TEACHER AIDES
OPERATE	481	NONINTERVIEW REASON
ORALRBTS	543	ASSN SCH BELONGS TO: ORAL ROBERTS FELLW
ORDSEL	1390	ORDER OF SELECTION (PUBLIC & PRIVATE)
OTHBILNG	520	ASSN SCH BELONGS TO: OTHER ASSN BILING
OTHCHRST	544	ASSN SCH BELONGS TO: OTHR CHRISTN ASSN
OTHECE	526	ASSN SCH BELONGS TO: OTHR ERLY CHLD ED
OTHERCRD	1233	TCHR RECEIVE RETRMNT CRD: OTHER
OTHERNEW	833	NMBR NEW K-12 TCHRS MAIN ASSIGN: OTHER
OTHINDPV	534	ASSN SCH BELONGS TO: OTHR INDEP ASSN
OTHINTL	528	ASSN SCH BELONGS TO: OTHR ASSN INTL
OTHJEWSH	542	ASSN SCH BELONGS TO: OTHR JEWISH ASSN
OTHMTSRI	515	ASSN SCH BELONGS TO: OTHR MONTESSORI
OTHRDIST	993	DIST STUDENTS ATTEND OTHER DIST PART DAY
OTHRELIG	545	ASSN SCH BELONGS TO: OTHR RELIGOUS ASSN
OTHRKG	999	NMBR ATTEND OTHR DIST PART DAY: KINDER

OTHRUG	994	NMBR ATTEND OTHR DIST PART DAY: UNGRADED
OTHR1_6	1003	NMBR ATTEND OTHR DIST PART DAY: GR 1-6
OTHR7_12	1008	NMBR ATTEND OTHR DIST PART DAY: GR 7-12
OTHXPCHL	524	ASSN SCH BELONGS TO: OTHR ASC EXCP CHL
OUTCREDT	1227	OUT-STATE TRNSFR OF RETIREMENT CREDIT
OUTPURCH	1228	TCHRS MUST BUY OUT-ST TRNSFR RETRMNT CRD
OVFLAG	1312	OVERLAP - NONOVERLAP FLAG FOR LEA
OWNLIBRY	624	SCHOOL HAS A LIBRARY/MEDIA CENTER
PARTEACH	775	NMBR PART-TIME K-12 TEACHERS
PCTMALE	496	PCT OF K-12 ENROLLED STUDENTS ARE MALE
PENSION	1141	BENEFITS AVAIL TO DIST TCHRS: PENSION
PGMTYPE	494	THIS IS WHAT TYPE OF SCHOOL
PHONEINT	482	INTERVIEW METHOD
PHYSNEW	823	NMBR NEW K-12 TCHRS MAIN ASSIGN: PHYSSCI
PHYSVAC	907	DIFFICULTY FILLING VACNCY: PHYSICAL SCI
PKLENDAY	620	LENGTH OF PREKINDERGARTEN SCHOOL DAY
PKNUMDAY	619	NMBR DAYS PER WK PREKINDERGARTEN OFFERED
PKOFFER	618	PREKINDERGARTEN OFFERED
PMINENR	1309	PERCENT MINORITY ENROLLMENT
PREPNUM	749	NMBR 10-12 STDNTS IN COLLEGE PREP CLASES
PRTEACH	901	METHOD TO COVER VACANCIES: PARTTIME TCHR
PSOURCE	1373	SOURCE OF SCHOOL (PRIVATE)
PSTRATM	1381	91 SASS SCHOOL STRATUM CODE (PRIVATE)
PTAIDES	879	NMBR PART-TIME CLASSROOM TEACHER AIDES
PTALLOTH	888	NMBR PART-TIME OTHER NON-INSTRUC STAFF
PTASSIST	859	NMBR PART-TIME ASSISTANT PRINCIPALS
PTGUIDES	863	NMBR PART-TIME GUIDANCE COUNSELORS
PTHEADS	856	NMBR PART-TIME PRINCIPALS
PTLIBRNS	870	NMBR PART-TIME LIBRARIANS/MEDIA STAFF
PTMEDIA	883	NMBR PART-TIME LBRARY/MEDIA CENTER AIDES
PTPROSTF	874	NMBR PART-TIME OTHER PROFFESSIONAL STAFF
PTVTCOUN	867	NMBR PART-TIME VOCATIONAL COUNSELORS
PURCHASE	1232	TCHR RECEIVE RETRMNT CRD: PURCHASE CRD
PVTCERT	1215	DIST CRIT FOR HIRING TCHRS: STD CERT
READNUM	589	NMBR REMEDIAL READING STUDENTS
READPGM	588	REMEDIAL READING AVAILABLE
REASSIGN	899	METHOD TO COVER VACANCIES: REASSGND TCHR
REBIO	1209	RETRAINING OFFERED TCHRS: BIO/LIFE SCI
RECMNDS	660	ADMIT REQUIREMENT: RECOMMENDATIONS
RECOMP	1207	RETRAINING OFFERED TCHRS: COMPUTER SCI
RECORDS	656	ADMIT REQUIREMENT: ACADEMIC RECORD

REGION	14	REGION CODE
RELANG	1211	RETRAINING OFFERED TCHRS: FOREIGN LANG
RELIGAFF	661	ADMIT REQUIREMENT: RELIGIOUS AFFILIATION
RELIGDEN	506	SCHOOL AFFILIATED WITH NATL RELIG DENOM
REMATH	1206	RETRAINING OFFERED TCHRS: MATH
REOTHER	1213	RETRAINING OFFERED TCHRS: OTHER
REPHYS	1208	RETRAINING OFFERED TCHRS: PHYSICAL SCI
REPWGT1	49	REPLICATE WEIGHT 1
REPWGT2	58	REPLICATE WEIGHT 2
REPWGT3	67	REPLICATE WEIGHT 3
REPWGT4	76	REPLICATE WEIGHT 4
REPWGT5	85	REPLICATE WEIGHT 5
REPWGT6	94	REPLICATE WEIGHT 6
REPWGT7	103	REPLICATE WEIGHT 7
REPWGT8	112	REPLICATE WEIGHT 8
REPWGT9	121	REPLICATE WEIGHT 9
REPWGT10	130	REPLICATE WEIGHT 10
REPWGT11	139	REPLICATE WEIGHT 11
REPWGT12	148	REPLICATE WEIGHT 12
REPWGT13	157	REPLICATE WEIGHT 13
REPWGT14	166	REPLICATE WEIGHT 14
REPWGT15	175	REPLICATE WEIGHT 15
REPWGT16	184	REPLICATE WEIGHT 16
REPWGT17	193	REPLICATE WEIGHT 17
REPWGT18	202	REPLICATE WEIGHT 18
REPWGT19	211	REPLICATE WEIGHT 19
REPWGT20	220	REPLICATE WEIGHT 20
REPWGT21	229	REPLICATE WEIGHT 21
REPWGT22	238	REPLICATE WEIGHT 22
REPWGT23	247	REPLICATE WEIGHT 23
REPWGT24	256	REPLICATE WEIGHT 24
REPWGT25	265	REPLICATE WEIGHT 25
REPWGT26	274	REPLICATE WEIGHT 26
REPWGT27	283	REPLICATE WEIGHT 27
REPWGT28	292	REPLICATE WEIGHT 28
REPWGT29	301	REPLICATE WEIGHT 29
REPWGT30	310	REPLICATE WEIGHT 30
REPWGT31	319	REPLICATE WEIGHT 31
REPWGT32	328	REPLICATE WEIGHT 32
REPWGT33	337	REPLICATE WEIGHT 33
REPWGT34	346	REPLICATE WEIGHT 34
REPWGT35	355	REPLICATE WEIGHT 35
REPWGT36	364	REPLICATE WEIGHT 36
REPWGT37	373	REPLICATE WEIGHT 37
REPWGT38	382	REPLICATE WEIGHT 38
REPWGT39	391	REPLICATE WEIGHT 39
REPWGT40	400	REPLICATE WEIGHT 40

REPWGT41	409	REPLICATE WEIGHT 41
REPWGT42	418	REPLICATE WEIGHT 42
REPWGT43	427	REPLICATE WEIGHT 43
REPWGT44	436	REPLICATE WEIGHT 44
REPWGT45	445	REPLICATE WEIGHT 45
REPWGT46	454	REPLICATE WEIGHT 46
REPWGT47	463	REPLICATE WEIGHT 47
REPWGT48	472	REPLICATE WEIGHT 48
RESOL	1210	RETRAINING OFFERED TCHRS: ESL/BILING ED
RESPECL	1205	RETRAINING OFFERED TCHRS: SPECIAL ED
RETIREMT	1224	DIST TCHRS COVERED BY RETIREMENT PLAN
RETRAING	1204	DIST HAS RETRAINING AVAIL IN SHRTG FLDS
REVOTEC	1212	RETRAINING OFFERED TCHRS: VOCATIONAL ED
ROLLOVER	1231	TCHR RECEIVE RETRMNT CRD: ROLLOVER PREV
SALSCHED	1150	DISTRICT HAS A TCHR SALARY SCHEDULE
SAMEORG	1230	TCHR RECEIVE RETRMNT CRD: SAME ORGANIZTN
SCHECHTR	541	ASSN SCH BELONGS TO: SCHECHTER DAY SCH
SCHLEVEL	493	SCHOOL LEVEL
SCHOLAR	1145	BENEFITS AVAIL TO DIST TCHRS: SCHOLRSHPS
SCHWGT	31	SCHOOL OR DISTRICT FINAL WEIGHT
SCREENB	483	SCHOOL STUDENTS IN GRADES 1-12/UNGRADED
SECNDIMP	663	2ND MOST IMPORTANT ADMISSION CONSIDERATN
SERVICE	1182	ALL TCHRS ON A CONTRIBUTD SERVICE BASEIS
SFLG88	1374	88 SASS SAMPLE FLAG INDICATOR
SHORTAGE	1191	DIST USE INCNTVS TO FILL SHORTAGES
SHORTCSH	1192	SHORTGE INCNTV OFFERD TCHRS: CASH BONUS
SHORTINC	1194	SHORTGE INCNTV OFFERD TCHRS: OTHR INCR
SHORTSTP	1193	SHORTGE INCNTV OFFERD TCHRS: STEP INCR
SHRTBIO	1199	INCENTIVES OFFERED TCHRS: BIO/LIFE SCI
SHRTCOMP	1197	INCENTIVES OFFERED TCHRS: COMPUTER SCI
SHRTESOL	1200	INCENTIVES OFFERED TCHRS: ESL/BILING ED
SHRTLANG	1201	INCENTIVES OFFERED TCHRS: FOREIGN LANG
SHRTMATH	1196	INCENTIVES OFFERED TCHRS: MATH
SHRTOTHR	1203	INCENTIVES OFFERED TCHRS: OTHER
SHRTPHYS	1198	INCENTIVES OFFERED TCHRS: PHYSICAL SCI
SHRTSPEC	1195	INCENTIVES OFFERED TCHRS: SPECIAL ED
SHRTVOC	1202	INCENTIVES OFFERED TCHRS: VOCATIONAL ED
SMPSIZ	1386	SAMPLE SIZE FOR SCH STRATUM (PUB & PVT)
SOURCE	1372	SOURCE OF SCHOOL (PUBLIC)
SPCLNEW	817	NMBR NEW K-12 TCHRS MAIN ASSIGN: SPCL ED
SPCLNUM	599	NMBR HANDICAPPED PROGRAM STUDENTS
SPECIAL	657	ADMIT REQUIREMENT: SPECIAL STUDENT NEEDS
SPECLPGM	598	HANDICAPPED PROGRAMS AVAILABLE
SPECLVAC	904	DIFFICULTY FILLING VACNCY: SPECIAL ED
SRVHRS	1304	NMBR HOURS TO COMPLETE THIS SURVEY

SRVYMINS	1306	NMBR MINUTES TO COMPLETE THIS SURVEY
STABASIC	1221	DIST CRIT FOR HIRING TCHRS: ST BSIC SKIL
STASUBJ	1222	DIST CRIT FOR HIRING TCHRS: ST SUBJ TST
STATABB	1350	STATE ABBREVIATION
STATE	15	FIPS STATE CODE
STCNTY	17	FIPS STATE AND COUNTY CODE (PUB & LEAS)
STRATM	1375	SCHOOL STRATUM CODE (PUBLIC)
SUBTEACH	900	METHOD TO COVER VACANCIES: SUBSTITUTES
SURVEY	1	SASS SURVEY CODE
SVNTHDAY	530	ASSN SCH BELONGS TO: GNL CONF 7-DY ADV
TALENT	658	ADMIT REQUIREMENT: SPECL STDNT APTITUDES
TCHAMIND	1283	NMBR DIST K-12 TCHRS: AMIND/ALASKAN
TCHASIAN	1286	NMBR DIST K-12 TCHRS: ASIAN/PACFC ISL
TCHBLACK	1294	NMBR DIST K-12 TCHRS: BLACK NONHISPNC
TCHISPNC	1290	NMBR DIST K-12 TCHRS: HISPANIC
TCHWHITE	1299	NMBR DIST K-12 TCHRS: WHITE NONHISPNC
TEACHED	1218	DIST CRIT FOR HIRING TCHRS: GRAD TCHR ED
TECHNEW	831	NMBR NEW K-12 TCHRS MAIN ASSIGN: VOTECH
TECHNUM	754	NMBR 10-12 STDNTS IN VOCAT/TECH CLASSES
THISYEAR	485	NMBR STUDENTS THIS YEAR K-12 OR UNGRADED
TKGLAST	1033	NMBR DIST FTE TCHRS LAST YR: KINDERGRTN
TKGNOW	1027	NMBR DIST FTE TCHRS THIS YR: KINDERGRTN
TOTLIBRY	1124	NMBR FTE K-12 LIBRARIANS/MEDIA SPEC
TOTTEACH	778	TOTAL NMBR K-12 TEACHERS
TPKLAST	1024	NMBR DIST FTE TCHRS LAST YR: PREKIND
TPKNOW	1021	NMBR DIST FTE TCHRS THIS YR: PREKIND
TPSLAST	1065	NMBR DIST FTE TCHRS LAST YR: POSTSECNDRY
TPSNOW	1059	NMBR DIST FTE TCHRS THIS YR: POSTSECNDRY
TRANSPT	1144	BENEFITS AVAIL TO DIST TCHRS: TRNSPRTATN
TTOTK_12	1081	NMBR FTE TCHRS THIS YR: GRADES K-12
TTOTLAST	1076	TOTAL NMBR DISTRICT FTE TEACHERS LAST YR
TTOTNOW	1071	TOTAL NMBR DISTRICT FTE TEACHERS THIS YR
TUGLAST	1017	NMBR DIST FTE TCHRS LAST YR: UNGRADED
TUGNOW	1013	NMBR DIST FTE TCHRS THIS YR: UNGRADED
TUITIN	648	HIGHEST ANNUAL TUITION CHARGED
TUITION	1146	BENEFITS AVAIL TO DIST TCHRS: TUIT REIMB
TWELFTH	747	THIS SCHOOL OFFER 12TH GRADE INSTRUCTION
TYPOLOGY	30	NINE LEVEL RELIGIOUS TYPOLOGY
T1_6LAST	1044	NMBR DIST FTE TCHRS LAST YR: GRADES 1-6
T1_6NOW	1039	NMBR DIST FTE TCHRS THIS YR: GRADES 1-6
T7_12LST	1054	NMBR DIST FTE TCHRS LAST YR: GRADES 7-12
T7_12NOW	1049	NMBR DIST FTE TCHRS THIS YR: GRADES 7-12
UNFILLED	895	TEACHING VACANCIES UNFILLED THIS YEAR
UNPAID	1181	ALL TEACHING POSITIONS ARE UNPAID
VACANCY	1091	NMBR FTE K-12 TCH POSITIONS VACANT
VACNCY	894	TEACHING VACANCIES THIS SCHOOL THIS YEAR

VACNTLIB	1129	NMBR FTE LIB/MEDIA SPEC POSITIONS VACANT
VOCTECH	753	THIS SCH OFFER VOCATIONAL/TECHNICAL PGM
VOLNTNUM	891	NMBR UNPAID VOLS ASSIST CONTINUING BASIS
VOLNTSVC	890	UNPAID VOLUNTEERS PROVIDE SERVICES
VOTECVAC	911	DIFFICULTY FILLING VACNCY: VOCATIONAL ED
WHITESTU	574	NMBR K-12 STUDENTS ARE: WHITE/NONHISPNC
WHITETCH	792	NMBR K-12 TEACHER ARE: WHITE NON-HISPANC
WHTDIST	1277	NMBR DIST K-12 STUDENTS: WHITE NONHISPNC
YRSCOMP	1241	GRAD REQ YRS INSTRUCTION: COMP SCI
YRSENGL	1235	GRAD REQ YRS INSTRUCTION: ENGLISH
YRSLANG	1250	GRAD REQ YRS INSTRUCTION: FOREIGN LANG
YRSMATH	1238	GRAD REQ YRS INSTRUCTION: MATH
YRSSCI	1247	GRAD REQ YRS INSTRUCTION: BIO/PHYSCL SCI
YRSSOC	1244	GRAD REQ YRS INSTRUCTION: SOCIAL SCI
YRS3_4	1253	REQUIREMENTS REFLECT A 3 OR 4 YR PGM

Public and Private School **Administrator** Surveys

Physical Name: ZEEWRM.SASS2A2B.YR9091.NCES.ADMIN.SAS
ZEEWHL.SASS2A2B.YR9091.NCES.ADMIN.DATA

-----Alphabetic List of Variables and Attributes-----

Variable	EBCDIC Position	Label
AACS	647	ASSN SCH BELONGS TO: AM ASSN CHRISTIAN
ACE	644	ASSN SCH BELONGS TO: ACCEL CHRISTIAN
ACSI	650	ASSN SCH BELONGS TO: ASSN CHRSTN INTL
ADMWGT	19	ADMINISTRATOR FINAL WEIGHT
AFFIL	17	3-LEVEL RELIGIOUS AFFILIATION CODE
AFFILIAT	642	SCHOOL RELIGIOUS ORIENTATION/AFFILIATION
AMONTSRI	648	ASSN SCH BELONGS TO: AM MONTESSORI SOC
APIN	605	PERMANENT IDENTIFICATION NMBR FROM QED
ASC001	460	SCHOOL NO LONGER IN OPERATION
ASC002	461	TELEPHONE INTERVIEW
ASC011	462	WAS PRINCIPAL HERE THE SPRING 1988
ASC012	463	HAVE A BACHELORS DEGREE
ASC013	464	BACHELORS DEGREE MAJOR FIELD OF STUDY
ASC014	466	YR RECEIVED BACHELORS DEGREE
ASC015	468	HAVE A 2ND MAJOR OR MINOR FIELD OF STUDY
ASC016	469	SECOND MAJOR/MINOR FIELD OF STUDY
ASC017	471	HAVE A MASTERS DEGREE
ASC018	472	MASTERS DEGREE MAJOR FIELD OF STUDY
ASC019	474	YEAR RECEIVED MASTERS DEGREE
ASC020	476	HAVE ANY OTHER TYPE OF DEGREE
ASC021	477	HAVE EARNED AN ASSOCIATE DEGREE
ASC022	478	MAJOR FIELD OF STUDY FOR ASSOC DEGREE
ASC023	480	YR RECEIVED ACCOCIATE DEGREE
ASC024	482	HAVE EARNED AN ED SPEC/PROF DIPLOMA
ASC025	483	MAJOR STUDY FIELD FOR ED SPEC/PROF DPLMA
ASC026	485	YR RECEIVED ED SPEC/PROF DIPLOMA
ASC027	487	EARNED A DOCTORATE / 1ST PROF DEGREE
ASC028	488	MAJOR FIELD OF STUDY FOR DOCTORATE
ASC029	490	YEAR RECEIVED DOCTORATE/1ST PROF DEGREE
ASC030	492	YRS ELEM/SEC TCHING EXPER BEFORE PRIN
ASC031	494	YRS ELEM/SEC TCHING EXPER AFTER PRIN
ASC032	496	CHECK ITEM - 1 OR MORE YEARS EXPERIENCE
ASC033	497	MOST RECENT MAIN TEACHING ASSIGNMENT
ASC034	499	OTHER POSITIONS BEFORE PRIN - DEPT HEAD
ASC035	500	OTHER POSITIONS BEFORE PRIN - ASST PRIN
ASC036	501	OTHER POSITIONS BEFORE PRIN - GUID COUN
ASC037	502	OTHER POSITIONS BEFORE PRIN - ATHL COACH
ASC038	503	OTHER POSITIONS BEFORE PRIN - SPONSOR

ASC039	504	OTHER POSITIONS BEFORE PRIN - SPEC OTHER
ASC040	505	OTHER POSITIONS BEFORE PRIN - NONE
ASC044	509	YRS PRINCIPAL IN THIS SCHOOL
ASC045	511	YRS PRINCIPAL IN OTHER SCHOOL
ASC046	513	YRS OTHER SCHOOL/DIST ADMIN POSITIONS
ASC047	515	YRS NONTCHING NONADMIN ELE/SECON EDUCA
ASC048	517	YRS PROF POSITIONS OUTSIDE ELE/SECON ED
ASC049	519	ADDTNL TRAINING: EVALUATION/SUPERVISION
ASC050	520	ADDTNL TRAINING: MANAGEMENT TECHNIQUES
ASC051	521	ADDTNL TRAINING: ADMINISTRATV INTERNSHIP
ASC052	522	ADDTNL TRAINING: NONE OF ABOVE
ASC053	523	HOW LONG PLAN REMAIN A PRINCIPAL
ASC054	524	HOW MANY YRS PLAN TO RETIRE AS PRINCIPAL
ASC055	526	CURRENT ANNUAL SALARY PRE TAXES/DEDUCTNS
ASC056	532	NMBR MONTHS OF YEAR ARE ADMIN HERE
ASC057	534	ADDITIONAL BENEFITS: HOUSING
ASC058	535	ADDITIONAL BENEFITS: MEALS
ASC059	536	ADDITIONAL BENEFITS: TUITION FOR CHLDN
ASC060	537	ADDITIONAL BENEFITS: COLLEGE FOR SELF
ASC061	538	ADDITIONAL BENEFITS: GENL MEDICAL INS
ASC062	539	ADDITIONAL BENEFITS: DENTAL INSURANCE
ASC063	540	ADDITIONAL BENEFITS: GROUP LIF INS
ASC064	541	ADDITIONAL BENEFITS: CAR/TRANSP EXP
ASC065	542	ADDITIONAL BENEFITS: PENSION CONTRIB
ASC066	543	ADDITIONAL BENEFITS: NONE OF ABOVE
ASC067	544	PROBLEM: TEACHER ABSENTEEISM
ASC068	545	PROBLEM: STUDENT TARDINESS
ASC069	546	PROBLEM: STUDENT ABSENTEEISM
ASC070	547	PROBLEM: STUDENTS CUTTING CLASS
ASC071	548	PROBLEM: STUDENTS DROPPING OUT
ASC072	549	PROBLEM: STUDENT APATHY
ASC073	550	PROBLEM: PHYSICAL CONFLICTS AMONG STDNTS
ASC074	551	PROBLEM: ROBBERY OR THEFT
ASC075	552	PROBLEM: VANDALISM OF SCHOOL PROPERTY
ASC076	553	PROBLEM: STUDENT PREGNANCY
ASC077	554	PROBLEM: STUDENT USE OF ALCOHOL
ASC078	555	PROBLEM: STUDENT DRUG ABUSE
ASC079	556	PROBLEM: STUDENT POSSESSION OF WEAPONS
ASC080	557	PROBLEM: STUDENT DISRESPECT OF TEACHERS
ASC081	558	PROBLEM: PHYSICAL ABUSE OF TEACHERS
ASC082	559	PROBLEM: VERBAL ABUSE OF TEACHERS
ASC083	560	PROBLEM: LACK OF ACADEMIC CHALLENGE
ASC084	561	PROBLEM: LACK OF PARENT INVOLVEMENT
ASC085	562	PROBLEM: PARENT ALCOHOL &/OR DRUG ABUSE
ASC086	563	PROBLEM: POVERTY

ASC087	564	PROBLEM: RACIAL TENSION
ASC088	565	PROBLEM: CULTURAL CONFLICT
ASC115	581	MOST IMPORTANT EIGHT EDUCATIONAL GOALS
ASC116	582	SECOND MOST IMPORTANT EDUCATION GOALS
ASC117	583	THIRD MOST IMPORTANT EDUCATION GOALS
ASC118	584	RATE: ALL TEACHERS IN THIS SCHOOL
ASC119	585	RATE: TEACHERS WITH MORE THAN 3 YRS EXP
ASC120	586	RATE: NEW TEACHERS WITH LESS THAN 3 YRS
ASC121	587	MALE OR FEMALE
ASC122	588	RACE
ASC123	589	ENROLLED IN A RECOGNIZED TRIBE
ASC124	590	HISPANIC ORIGIN
ASC125	591	YEAR OF BIRTH
ASN	645	ASSN SCH BELONGS TO: ALTRNTV SCH NTWK
ASPIRING	506	PARTICIPATE IN TRAINING PGM FOR ADMINS
BILNGSCH	652	ASSN SCH BELONGS TO: BILNGUAL SCH ASSC
BRDCURRC	567	ESTABLISHING CURRICULUM - SCHOOL BOARD
BRDDISPL	577	SET DISCIPLINE POLICY - SCHOOL BOARD
BRDHIRNG	572	HIRING NEW FT TEACHERS - SCHOOL BOARD
CBE	653	ASSN SCH BELONGS TO: COUNCIL BILING ED
CCDIDSCH	593	COMMON CORE OF DATA SCHOOL IDENT.
CEC	656	ASSN SCH BELONGS TO: COUNCL EXCEP CHLD
CERSCH	630	CERTAINTY FLAG (PUBLIC & PRIVATE)
CNTLNUM	2	1991 SCHOOL CONTROL NUMBER
CSI	655	ASSN SCH BELONGS TO: CHRSTIAN SCH INTL
ECEA	659	ASSN SCH BELONGS TO: ERLY CHLD ED ASSC
ECIS	661	ASSN SCH BELONGS TO: EURO COUNCIL INTL
ENDTRAIN	508	COMPLETE TRAINING PROGRAM
ENRK12UG	687	TOTAL ENROLLMENT K-12 PLUS UNGRADED
EPISCPLS	665	ASSN SCH BELONGS TO: NTL ASSN EPISCOPL
F_ASC001	694	IMPUTATION FLAG FOR ASC001
F_ASC002	695	IMPUTATION FLAG FOR ASC002
F_ASC011	696	IMPUTATION FLAG FOR ASC011
F_ASC012	697	IMPUTATION FLAG FOR ASC012
F_ASC013	698	IMPUTATION FLAG FOR ASC013
F_ASC014	699	IMPUTATION FLAG FOR ASC014
F_ASC015	700	IMPUTATION FLAG FOR ASC015
F_ASC016	701	IMPUTATION FLAG FOR ASC016
F_ASC017	702	IMPUTATION FLAG FOR ASC017
F_ASC018	703	IMPUTATION FLAG FOR ASC018
F_ASC019	704	IMPUTATION FLAG FOR ASC019
F_ASC020	705	IMPUTATION FLAG FOR ASC020
F_ASC021	706	IMPUTATION FLAG FOR ASC021
F_ASC022	707	IMPUTATION FLAG FOR ASC022
F_ASC023	708	IMPUTATION FLAG FOR ASC023
F_ASC024	709	IMPUTATION FLAG FOR ASC024
F_ASC025	710	IMPUTATION FLAG FOR ASC025

F_ASC026	711	IMPUTATION FLAG FOR ASC026
F_ASC027	712	IMPUTATION FLAG FOR ASC027
F_ASC028	713	IMPUTATION FLAG FOR ASC028
F_ASC029	714	IMPUTATION FLAG FOR ASC029
F_ASC030	715	IMPUTATION FLAG FOR ASC030
F_ASC031	716	IMPUTATION FLAG FOR ASC031
F_ASC032	717	IMPUTATION FLAG FOR ASC032
F_ASC033	718	IMPUTATION FLAG FOR ASC033
F_ASC034	719	IMPUTATION FLAG FOR ASC034
F_ASC035	720	IMPUTATION FLAG FOR ASC035
F_ASC036	721	IMPUTATION FLAG FOR ASC036
F_ASC037	722	IMPUTATION FLAG FOR ASC037
F_ASC038	723	IMPUTATION FLAG FOR ASC038
F_ASC039	724	IMPUTATION FLAG FOR ASC039
F_ASC040	725	IMPUTATION FLAG FOR ASC040
F_ASC044	729	IMPUTATION FLAG FOR ASC044
F_ASC045	730	IMPUTATION FLAG FOR ASC045
F_ASC046	731	IMPUTATION FLAG FOR ASC046
F_ASC047	732	IMPUTATION FLAG FOR ASC047
F_ASC048	733	IMPUTATION FLAG FOR ASC048
F_ASC049	734	IMPUTATION FLAG FOR ASC049
F_ASC050	735	IMPUTATION FLAG FOR ASC050
F_ASC051	736	IMPUTATION FLAG FOR ASC051
F_ASC052	737	IMPUTATION FLAG FOR ASC052
F_ASC053	738	IMPUTATION FLAG FOR ASC053
F_ASC054	739	IMPUTATION FLAG FOR ASC054
F_ASC055	740	IMPUTATION FLAG FOR ASC055
F_ASC056	741	IMPUTATION FLAG FOR ASC056
F_ASC057	742	IMPUTATION FLAG FOR ASC057
F_ASC058	743	IMPUTATION FLAG FOR ASC058
F_ASC059	744	IMPUTATION FLAG FOR ASC059
F_ASC060	745	IMPUTATION FLAG FOR ASC060
F_ASC061	746	IMPUTATION FLAG FOR ASC061
F_ASC062	747	IMPUTATION FLAG FOR ASC062
F_ASC063	748	IMPUTATION FLAG FOR ASC063
F_ASC064	749	IMPUTATION FLAG FOR ASC064
F_ASC065	750	IMPUTATION FLAG FOR ASC065
F_ASC066	751	IMPUTATION FLAG FOR ASC066
F_ASC067	752	IMPUTATION FLAG FOR ASC067
F_ASC068	753	IMPUTATION FLAG FOR ASC068
F_ASC069	754	IMPUTATION FLAG FOR ASC069
F_ASC070	755	IMPUTATION FLAG FOR ASC070
F_ASC071	756	IMPUTATION FLAG FOR ASC071
F_ASC072	757	IMPUTATION FLAG FOR ASC072
F_ASC073	758	IMPUTATION FLAG FOR ASC073
F_ASC074	759	IMPUTATION FLAG FOR ASC074
F_ASC075	760	IMPUTATION FLAG FOR ASC075

F_ASC076	761	IMPUTATION FLAG FOR ASC076
F_ASC077	762	IMPUTATION FLAG FOR ASC077
F_ASC078	763	IMPUTATION FLAG FOR ASC078
F_ASC079	764	IMPUTATION FLAG FOR ASC079
F_ASC080	765	IMPUTATION FLAG FOR ASC080
F_ASC081	766	IMPUTATION FLAG FOR ASC081
F_ASC082	767	IMPUTATION FLAG FOR ASC082
F_ASC083	768	IMPUTATION FLAG FOR ASC083
F_ASC084	769	IMPUTATION FLAG FOR ASC084
F_ASC085	770	IMPUTATION FLAG FOR ASC085
F_ASC086	771	IMPUTATION FLAG FOR ASC086
F_ASC087	772	IMPUTATION FLAG FOR ASC087
F_ASC088	773	IMPUTATION FLAG FOR ASC088
F_ASC115	789	IMPUTATION FLAG FOR ASC115
F_ASC116	790	IMPUTATION FLAG FOR ASC116
F_ASC117	791	IMPUTATION FLAG FOR ASC117
F_ASC118	792	IMPUTATION FLAG FOR ASC118
F_ASC119	793	IMPUTATION FLAG FOR ASC119
F_ASC120	794	IMPUTATION FLAG FOR ASC120
F_ASC121	795	IMPUTATION FLAG FOR ASC121
F_ASC122	796	IMPUTATION FLAG FOR ASC122
F_ASC123	797	IMPUTATION FLAG FOR ASC123
F_ASC124	798	IMPUTATION FLAG FOR ASC124
F_ASC125	799	IMPUTATION FLAG FOR ASC125
F_ASPIRI	726	IMPUTATION FLAG FOR ASPIRING
F_BRDCUR	775	IMPUTATION FLAG FOR BRDCURRC
F_BRDDIS	785	IMPUTATION FLAG FOR BRDDISPL
F_BRDHIR	780	IMPUTATION FLAG FOR BRDHIRNG
F_ENDTRA	728	IMPUTATION FLAG FOR ENDTRAIN
F_LIBCUR	778	IMPUTATION FLAG FOR LIBCURRC
F_PARCUR	779	IMPUTATION FLAG FOR PARCURRC
F_PARDIS	788	IMPUTATION FLAG FOR PARDISPL
F_PARHIR	783	IMPUTATION FLAG FOR PARHIRNG
F_PRNCUR	776	IMPUTATION FLAG FOR PRNCURRC
F_PRNDIS	786	IMPUTATION FLAG FOR PRNDISPL
F_PRNHIR	781	IMPUTATION FLAG FOR PRNHIRNG
F_SEACUR	774	IMPUTATION FLAG FOR SEACURRC
F_SEADIS	784	IMPUTATION FLAG FOR SEADISPL
F_TEACUR	777	IMPUTATION FLAG FOR TEACURRC
F_TEADIS	787	IMPUTATION FLAG FOR TEADISPL
F_TEAHIR	782	IMPUTATION FLAG FOR TEAHIRNG
F_TRAINI	727	IMPUTATION FLAG FOR TRAININD
FRIENDS	663	ASSN SCH BELONGS TO: FRNDS COUNCIL ED
HBREWDAY	674	ASSN SCH BELONGS TO: NTL SOC HEBREW DAY
JESUITS	671	ASSN SCH BELONGS TO: JESUIT SCNDRY ASSN
LABSCHLS	669	ASSN SCH BELONGS TO: NTL ASSN LABORATRY
LIBCURRC	570	ESTABLISHING CURRICULUM - LIB/MEDIA SPEC

LOCALE	639	TYPE OF LOCALE
MLTRYSCH	651	ASSN SCH BELONGS TO: ASSN MILITARY SCH
NAIS	666	ASSN SCH BELONGS TO: NTL ASSN INDEPEND
NAPEC	657	ASSN SCH BELONGS TO: NTL ASSN EXCP CHL
NCACS	646	ASSN SCH BELONGS TO: ALTRNTV COMM SCH
NCEA	670	ASSN SCH BELONGS TO: NTL CATH ED ASSN
NCNE	672	ASSN SCH BELONGS TO: NTL CNTR NEIGHBOR
NFCS	673	ASSN SCH BELONGS TO: NTL FED CHURCH SCH
NIPSA	667	ASSN SCH BELONGS TO: NTL INDEP PVT SCH
NONE2	681	ASSN SCH BELONGS TO: NONE
NONRELIG	680	ASSN SCH BELONGS TO: OTHR NONRELIG ASSN
ORALRBTS	677	ASSN SCH BELONGS TO: ORAL ROBERTS FELLW
ORDSEL	634	ORDER OF SELECTION (PUBLIC & PRIVATE)
OTHBILNG	654	ASSN SCH BELONGS TO: OTHER ASSN BILING
OTHCHRST	678	ASSN SCH BELONGS TO: OTHR CHRISTN ASSN
OTHECE	660	ASSN SCH BELONGS TO: OTHR ERLY CHLD ED
OTHINDPV	668	ASSN SCH BELONGS TO: OTHR INDEP ASSN
OTHINTL	662	ASSN SCH BELONGS TO: OTHR ASSN INTL
OTHJEWSH	676	ASSN SCH BELONGS TO: OTHR JEWISH ASSN
OTHMTSRI	649	ASSN SCH BELONGS TO: OTHR MONTESSORI
OTHRELIG	679	ASSN SCH BELONGS TO: OTHR RELIGOUS ASSN
OTHXPCHL	658	ASSN SCH BELONGS TO: OTHR ASC EXCP CHL
OVLPSS	631	OVERLAP SAMPLE SIZE (PUBLIC & PRIVATE)
PARCURRC	571	ESTABLISHING CURRICULUM - PARENT ASSOC.
PARDISPL	580	SET DISCIPLINE POLICY - PARENT ASSOCIATN
PARHIRNG	575	HIRING NEW FT TEACHERS - PARENT ASSOC
PGMTYPE	641	THIS IS WHAT TYPE OF SCHOOL
PMINENR	691	PERCENT MINORITY ENROLLMENT
PRNCURRC	568	ESTABLISHING CURRICULUM - PRINCIPAL/HEAD
PRNDISPL	578	SET DISCIPLINE POLICY - PRINCIPAL
PRNHIRNG	573	HIRING NEW FT TEACHERS - PRINCIPAL
PSOURCE	614	SOURCE OF SCHOOL (PRIVATE)
PSTRATM	622	91 SASS SCHOOL STRATUM CODE (PRIVATE)
REGION	14	REGION CODE
REPWGT1	28	REPLICATE WEIGHT 1
REPWGT2	37	REPLICATE WEIGHT 2
REPWGT3	46	REPLICATE WEIGHT 3
REPWGT4	55	REPLICATE WEIGHT 4
REPWGT5	64	REPLICATE WEIGHT 5
REPWGT6	73	REPLICATE WEIGHT 6
REPWGT7	82	REPLICATE WEIGHT 7
REPWGT8	91	REPLICATE WEIGHT 8
REPWGT9	100	REPLICATE WEIGHT 9
REPWGT10	109	REPLICATE WEIGHT 10
REPWGT11	118	REPLICATE WEIGHT 11
REPWGT12	127	REPLICATE WEIGHT 12
REPWGT13	136	REPLICATE WEIGHT 13

REPWGT14	145	REPLICATE WEIGHT 14
REPWGT15	154	REPLICATE WEIGHT 15
REPWGT16	163	REPLICATE WEIGHT 16
REPWGT17	172	REPLICATE WEIGHT 17
REPWGT18	181	REPLICATE WEIGHT 18
REPWGT19	190	REPLICATE WEIGHT 19
REPWGT20	199	REPLICATE WEIGHT 20
REPWGT21	208	REPLICATE WEIGHT 21
REPWGT22	217	REPLICATE WEIGHT 22
REPWGT23	226	REPLICATE WEIGHT 23
REPWGT24	235	REPLICATE WEIGHT 24
REPWGT25	244	REPLICATE WEIGHT 25
REPWGT26	253	REPLICATE WEIGHT 26
REPWGT27	262	REPLICATE WEIGHT 27
REPWGT28	271	REPLICATE WEIGHT 28
REPWGT29	280	REPLICATE WEIGHT 29
REPWGT30	289	REPLICATE WEIGHT 30
REPWGT31	298	REPLICATE WEIGHT 31
REPWGT32	307	REPLICATE WEIGHT 32
REPWGT33	316	REPLICATE WEIGHT 33
REPWGT34	325	REPLICATE WEIGHT 34
REPWGT35	334	REPLICATE WEIGHT 35
REPWGT36	343	REPLICATE WEIGHT 36
REPWGT37	352	REPLICATE WEIGHT 37
REPWGT38	361	REPLICATE WEIGHT 38
REPWGT39	370	REPLICATE WEIGHT 39
REPWGT40	379	REPLICATE WEIGHT 40
REPWGT41	388	REPLICATE WEIGHT 41
REPWGT42	397	REPLICATE WEIGHT 42
REPWGT43	406	REPLICATE WEIGHT 43
REPWGT44	415	REPLICATE WEIGHT 44
REPWGT45	424	REPLICATE WEIGHT 45
REPWGT46	433	REPLICATE WEIGHT 46
REPWGT47	442	REPLICATE WEIGHT 47
REPWGT48	451	REPLICATE WEIGHT 48
SCHECHTR	675	ASSN SCH BELONGS TO: SCHECHTER DAY SCH
SCHLEVEL	640	SCHOOL LEVEL
SEACURRC	566	ESTABLISHING CURRICULUM - STATE ED DEPT
SEADISPL	576	SET DISCIPLINE POLICY - STATE ED DEPT
SFLG88	615	88 SASS SAMPLE FLAG INDICATOR
SMPSIZ	627	SAMPLE SIZE FOR SCHL STRATUM (PUB & PVT)
SOURCE	613	SOURCE OF SCHOOL (PUBLIC)
STATABB	637	STATE ABBREVIATION
STATE	15	FIPS STATE CODE
STRATM	616	SCHOOL STRATUM CODE (PUBLIC)
SURVEY	1	SASS SURVEY CODE
SVNTHDAY	664	ASSN SCH BELONGS TO: GNL CONF 7-DY ADV

TEACURRC	569	ESTABLISHING CURRICULUM - TEACHERS
TEADISPL	579	SET DISCIPLINE POLICY - TEACHERS
TEAHIRNG	574	HIRING NEW FT TEACHERS - TEACHERS
TRAININD	507	PART IN TRAINING PGM FOR INDIAN ADMINS
TUITIN	682	HIGHEST ANNUAL TUITION CHARGED
TYPOLOGY	18	NINE LEVEL RELIGIOUS TYPOLOGY

Public and Private School **Teacher** Surveys

Physical Name: ZEEWRM.SASS4A4B.YR9091.NCES.TEACHER.SAS
ZEEWHL.SASS4A4B.YR9091.NCES.TEACHER.DATA

-----Alphabetic List of Variables-----

Variable	EBCDIC Position	Label
AACS	954	ASSN SCH BELONGS TO: AM ASSN CHRISTIAN
ACE	951	ASSN SCH BELONGS TO: ACCEL CHRISTIAN
ACSI	957	ASSN SCH BELONGS TO: ASSN CHRSTN INTL
AFFIL	19	3-LEVEL RELIGIOUS AFFILIATION CODE
AFFILIAT	949	SCHOOL RELIGIOUS ORIENTATION/AFFILIATION
AGEYOUNG	923	AGE OF YOUNGEST CHILD ON LAST BIRTHDAY
AMONTSRI	955	ASSN SCH BELONGS TO: AM MONTESSORI SOC
ASN	952	ASSN SCH BELONGS TO: ALTRNTV SCH NTWK
BILNGSCH	959	ASSN SCH BELONGS TO: BILNGUAL SCH ASSC
BIRTHYR	918	YEAR OF BIRTH
CBE	960	ASSN SCH BELONGS TO: COUNCIL BILING ED
CEC	963	ASSN SCH BELONGS TO: COUNCL EXCEP CHLD
CHLDCARE	908	PART OF SCHL SALARY INCL CHILD CARE
CNTLNUM	2	TEACHER CONTROL NUMBER
COLLEGE	909	PART OF SCHL SAL INCL SELF COLLEGE TUITN
CONTRSVC	904	CONTRIBUTED SERVICE WORK IN THIS SCHOOL
CSI	962	ASSN SCH BELONGS TO: CHRSTIAN SCH INTL
DEPCHLDN	921	NMBR DEPENDENT CHILDREN
DEPCOUNT	926	NMBR OTHER DEPENDENT PEOPLE IN HOUSEHOLD
ECEA	966	ASSN SCH BELONGS TO: ERLY CHLD ED ASSC
ECIS	968	ASSN SCH BELONGS TO: EURO COUNCIL INTL
ENRK12UG	994	TOTAL ENROLLMENT K-12 PLUS UNGRADED
EPISCPLS	972	ASSN SCH BELONGS TO: NTL ASSN EPISCOPL
F_AGEYOU	1313	IMPUTATION FLAG FOR AGEYOUNG
F_BIRTHY	1310	IMPUTATION FLAG FOR BIRTHYR
F_CHLDCA	1301	IMPUTATION FLAG FOR CHLDCARE
F_COLLEG	1302	IMPUTATION FLAG FOR COLLEGE
F_CONTRS	1297	IMPUTATION FLAG FOR CONTRSVC
F_DEPCHL	1312	IMPUTATION FLAG FOR DEPCHLDN
F_DEPCOU	1315	IMPUTATION FLAG FOR DEPCOUNT
F_FAMLYI	1305	IMPUTATION FLAG FOR FAMLYINC
F_FTPUB	1027	IMPUTATION FLAG FOR FTPUB
F_FTPVT	1025	IMPUTATION FLAG FOR FTPVT
F_HISPAN	1309	IMPUTATION FLAG FOR HISPANIC
F_HOUSEX	1298	IMPUTATION FLAG FOR HOUSEXPS
F_MAINGC	1064	IMPUTATION FLAG FOR MAINGCRS
F_MAINUC	1063	IMPUTATION FLAG FOR MAINUCRS

F_MARITA	1311	IMPUTATION FLAG FOR MARITAL
F_MEALS	1299	IMPUTATION FLAG FOR MEALS
F_NONE	1304	IMPUTATION FLAG FOR NONE
F_OTHERD	1314	IMPUTATION FLAG FOR OTHERDEP
F_PTPUB	1028	IMPUTATION FLAG FOR PTPUB
F_PTPVT	1026	IMPUTATION FLAG FOR PTPVT
F_RACE	1307	IMPUTATION FLAG FOR RACE
F_SEX	1306	IMPUTATION FLAG FOR SEX
F_SURVMI	1316	IMPUTATION FLAG FOR SURVMINS
F_TMEDGC	1060	IMPUTATION FLAG FOR TMEDGCRS
F_TMEDUC	1059	IMPUTATION FLAG FOR TMEDUCRS
F_TRANSP	1303	IMPUTATION FLAG FOR TRANSPT
F_TRIBE	1308	IMPUTATION FLAG FOR TRIBE
F_TSC001	1005	IMPUTATION FLAG FOR TSC001
F_TSC002	1006	IMPUTATION FLAG FOR TSC002
F_TSC011	1007	IMPUTATION FLAG FOR TSC011
F_TSC012	1008	IMPUTATION FLAG FOR TSC012
F_TSC013	1009	IMPUTATION FLAG FOR TSC013
F_TSC014	1010	IMPUTATION FLAG FOR TSC014
F_TSC015	1011	IMPUTATION FLAG FOR TSC015
F_TSC016	1012	IMPUTATION FLAG FOR TSC016
F_TSC017	1013	IMPUTATION FLAG FOR TSC017
F_TSC018	1014	IMPUTATION FLAG FOR TSC018
F_TSC019	1015	IMPUTATION FLAG FOR TSC019
F_TSC020	1016	IMPUTATION FLAG FOR TSC020
F_TSC021	1017	IMPUTATION FLAG FOR TSC021
F_TSC022	1018	IMPUTATION FLAG FOR TSC022
F_TSC023	1019	IMPUTATION FLAG FOR TSC023
F_TSC024	1020	IMPUTATION FLAG FOR TSC024
F_TSC025	1021	IMPUTATION FLAG FOR TSC025
F_TSC026	1022	IMPUTATION FLAG FOR TSC026
F_TSC027	1023	IMPUTATION FLAG FOR TSC027
F_TSC028	1024	IMPUTATION FLAG FOR TSC028
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F_TSC298	1294	IMPUTATION FLAG FOR TSC298
F_TSC299	1295	IMPUTATION FLAG FOR TSC299
F_TSC300	1296	IMPUTATION FLAG FOR TSC300
F_TUITIO	1300	IMPUTATION FLAG FOR TUITION
FAMLYINC	912	CATEGORY OF TOTAL 1990 FAMILY INCOME
FRIENDS	970	ASSN SCH BELONGS TO: FRNDS COUNCIL ED
FTPUB	494	YRS TEACHING FULL-TIME IN PUBLIC SCHL
FTPVT	490	YRS TEACHING FULL-TIME IN PRIVATE SCHL
HBREWDAY	981	ASSN SCH BELONGS TO: NTL SOC HEBREW DAY
HISPANIC	917	ARE OF HISPANIC ORIGIN
HOUSEXPS	905	PART OF SCHOOL SALARY INCLUDES HOUSING
JESUITS	978	ASSN SCH BELONGS TO: JESUIT SCNDRY ASSN
LABSCHLS	976	ASSN SCH BELONGS TO: NTL ASSN LABORATRY
LEVEL	1004	TEACHER (EL/SEC) LEVEL
LOCALE	1003	TYPE OF LOCALE
MAINGCRS	552	CATEGORIZED # GRADUATE CRSES MAIN FIELD
MAINUCRS	551	CATEGORIZED # UNDERGRAD CRSES MAIN FIELD
MARITAL	920	CURRENT MARITAL STATUS
MEALS	906	PART OF SCHL SALARY INCL MEALS
MLTRYSCH	958	ASSN SCH BELONGS TO: ASSN MILITARY SCH
NAIS	973	ASSN SCH BELONGS TO: NTL ASSN INDEPEND
NAPEC	964	ASSN SCH BELONGS TO: NTL ASSN EXCP CHL
NCACS	953	ASSN SCH BELONGS TO: ALTRNTV COMM SCH
NCEA	977	ASSN SCH BELONGS TO: NTL CATH ED ASSN
NCNE	979	ASSN SCH BELONGS TO: NTL CNTR NEIGHBOR
NFCS	980	ASSN SCH BELONGS TO: NTL FED CHURCH SCH
NIPSA	974	ASSN SCH BELONGS TO: NTL INDEP PVT SCH
NONE	911	PART OF SCHL SAL INCL NO INCOME-IN-KIND
NONE2	988	ASSN SCH BELONGS TO: NONE
NONRELIG	987	ASSN SCH BELONGS TO: OTHR NONRELIG ASSN
ORALRBTS	984	ASSN SCH BELONGS TO: ORAL ROBERTS FELLW
OTHBILNG	961	ASSN SCH BELONGS TO: OTHER ASSN BILING
OTHCHRST	985	ASSN SCH BELONGS TO: OTHR CHRISTN ASSN
OTHECE	967	ASSN SCH BELONGS TO: OTHR ERLY CHLD ED
OTHERDEP	925	ARE OTHER DEPENDENT PEOPLE IN HOUSEHOLD

OTHINDPV	975	ASSN SCH BELONGS TO: OTHR INDEP ASSN
OTHINTL	969	ASSN SCH BELONGS TO: OTHR ASSN INTL
OTHJEWSH	983	ASSN SCH BELONGS TO: OTHR JEWISH ASSN
OTHMTSRI	956	ASSN SCH BELONGS TO: OTHR MONTESSORI
OTHRELIG	986	ASSN SCH BELONGS TO: OTHR RELIGOUS ASSN
OTHXPCHL	965	ASSN SCH BELONGS TO: OTHR ASC EXCP CHL
PGMTYPE	948	THIS IS WHAT TYPE OF SCHOOL
PMINENR	998	PERCENT MINORITY ENROLLMENT
PTPUB	496	YRS TEACHING PART-TIME IN PUBLIC SCHL
PTPVT	492	YRS TEACHING PART-TIME IN PRIVATE SCHL
RACE	915	RACE
REGION	16	REGION CODE
REPWGT1	30	REPLICATE WEIGHT 1
REPWGT2	39	REPLICATE WEIGHT 2
REPWGT3	48	REPLICATE WEIGHT 3
REPWGT4	57	REPLICATE WEIGHT 4
REPWGT5	66	REPLICATE WEIGHT 5
REPWGT6	75	REPLICATE WEIGHT 6
REPWGT7	84	REPLICATE WEIGHT 7
REPWGT8	93	REPLICATE WEIGHT 8
REPWGT9	102	REPLICATE WEIGHT 9
REPWGT10	111	REPLICATE WEIGHT 10
REPWGT11	120	REPLICATE WEIGHT 11
REPWGT12	129	REPLICATE WEIGHT 12
REPWGT13	138	REPLICATE WEIGHT 13
REPWGT14	147	REPLICATE WEIGHT 14
REPWGT15	156	REPLICATE WEIGHT 15
REPWGT16	165	REPLICATE WEIGHT 16
REPWGT17	174	REPLICATE WEIGHT 17
REPWGT18	183	REPLICATE WEIGHT 18
REPWGT19	192	REPLICATE WEIGHT 19
REPWGT20	201	REPLICATE WEIGHT 20
REPWGT21	210	REPLICATE WEIGHT 21
REPWGT22	219	REPLICATE WEIGHT 22
REPWGT23	228	REPLICATE WEIGHT 23
REPWGT24	237	REPLICATE WEIGHT 24
REPWGT25	246	REPLICATE WEIGHT 25
REPWGT26	255	REPLICATE WEIGHT 26
REPWGT27	264	REPLICATE WEIGHT 27
REPWGT28	273	REPLICATE WEIGHT 28
REPWGT29	282	REPLICATE WEIGHT 29
REPWGT30	291	REPLICATE WEIGHT 30
REPWGT31	300	REPLICATE WEIGHT 31
REPWGT32	309	REPLICATE WEIGHT 32
REPWGT33	318	REPLICATE WEIGHT 33
REPWGT34	327	REPLICATE WEIGHT 34
REPWGT35	336	REPLICATE WEIGHT 35

REPWGT36	345	REPLICATE WEIGHT 36
REPWGT37	354	REPLICATE WEIGHT 37
REPWGT38	363	REPLICATE WEIGHT 38
REPWGT39	372	REPLICATE WEIGHT 39
REPWGT40	381	REPLICATE WEIGHT 40
REPWGT41	390	REPLICATE WEIGHT 41
REPWGT42	399	REPLICATE WEIGHT 42
REPWGT43	408	REPLICATE WEIGHT 43
REPWGT44	417	REPLICATE WEIGHT 44
REPWGT45	426	REPLICATE WEIGHT 45
REPWGT46	435	REPLICATE WEIGHT 46
REPWGT47	444	REPLICATE WEIGHT 47
REPWGT48	453	REPLICATE WEIGHT 48
SCHECHTR	982	ASSN SCH BELONGS TO: SCHECHTER DAY SCH
SCHLEVEL	947	SCHOOL LEVEL
SEX	914	MALE OR FEMALE
STATABB	1001	STATE ABBREVIATION
STATE	17	FIPS STATE CODE
SURVEY	1	SASS SURVEY CODE
SURVMINS	928	HOW LONG DID IT TAKE TO COMPLETE SURVEY
SVNTHDAY	971	ASSN SCH BELONGS TO: GNL CONF 7-DY ADV
TBILID	946	BILINGUAL TEACHER INDICATOR
TCHWGT	21	TEACHER FINAL WEIGHT
TDISTR	931	SCHOOL DISTRICT (LEA) CODE
TMEDGCRS	548	CATEGORIZED # GRADUATE CRSES TCH.METH/ED
TMEDUCRS	547	CATEGORIZED # UNDERGRD CRSES TCH.METH/ED
TNEWID	945	NEW TEACHER INDICATOR
TRANSPT	910	PART OF SCHL SAL INCL TRANSPT EXPENSES
TRIBE	916	ARE ENROLLED IN A RECOGNIZED TRIBE
TSC001	462	TEACHER NO LONGER AT THIS SCHOOL
TSC002	464	INTERVIEW METHOD
TSC011	465	MAIN ASSIGNMENT AT THIS SCHOOL
TSC012	467	TEACH HOW MUCH AT THIS SCHOOL
TSC013	468	OTHER ASSIGNMENT AT THIS SCHOOL
TSC014	469	OTHER ASSIGNMENT AT THIS SCHOOL
TSC015	470	FULL-TIME EMPLOYEE AT THIS SCHOOL
TSC016	471	OTHER MAIN ACTIVITY
TSC017	472	YEAR BEGAN FIRST TEACHING POSITION
TSC018	474	MAIN ACTIVITY YEAR BEFORE BEGAN TEACHING
TSC019	476	PREVIOUS POSITION IN FIELD OF EDUCATION
TSC020	477	BUSINESS TYPE OF PREVIOUS POSITION
TSC021	480	TYPE OF WORK DONE IN PREVIOUS POSITION
TSC022	483	CLASSIFICATION OF SELF ON PREVIOUS JOB
TSC023	484	TAUGHT PREKINDERGARTEN - 1 YR OR MORE

TSC024	485	TAUGHT ELEM/KINDERGARTEN - 1 YR OR MORE
TSC025	486	TAUGHT MIDDLE/JUNIOR HIGH - 1 YR OR MORE
TSC026	487	TAUGHT SENIOR HIGH - 1 YR OR MORE
TSC027	488	TAUGHT POSTSECONDARY - 1 YR OR MORE
TSC028	489	TAUGHT ELEM/SECONDARY IN OTHER SECTOR
TSC033	498	TIMES HAD SERVICE BREAK OF 1 YR OR MORE
TSC034	500	BREAKS DUE TO STAFF REDUCTION OR LAY-OFF
TSC035	501	NUMBER OF BREAKS
TSC036	503	LENGTH OF MOST RECENT BREAK IN SERVICE
TSC037	505	CONSECUTIVE YEARS TEACHING SINCE BREAK
TSC038	507	YEAR BEGAN TEACHING IN THIS SCHOOL
TSC039	509	MAIN ACTIVITY YEAR PRIOR TO TCHING HERE
TSC040	511	HAVE A BACHELORS DEGREE
TSC041	512	BACHELORS DEGREE MAJOR FIELD OF STUDY
TSC042	514	YEAR RECEIVED BACHELORS DEGREE
TSC043	516	HAVE A 2ND MAJOR/MINOR FIELD OF STUDY
TSC044	517	SECOND MAJOR OR MINOR FIELD OF STUDY
TSC045	519	HAVE A MASTERS DEGREE
TSC046	520	MASTER DEGREE MAJOR FIELD OF STUDY
TSC047	522	YEAR RECEIVED MASTERS DEGREE
TSC048	524	HAVE ANY OTHER TYPE OF DEGREE
TSC049	525	HAVE EARNED AN ASSOCIATE DEGREE
TSC050	526	MAJOR FIELD OF STUDY FOR ASSOC DEGREE
TSC051	528	YEAR RECEIVED ASSOCIATE DEGREE
TSC052	530	HAVE EARNED AN ED SPEC/PROF DIPLOMA
TSC053	531	MAJOR STUDY FIELD FOR ED SPEC/PROF DPLMA
TSC054	533	YEAR RECEIVED ED SPEC/PROF DIPLOMA
TSC055	535	EARNED A DOCTORATE / 1ST PROF DEGREE
TSC056	536	MAJOR FIELD OF STUDY FOR DOCTORATE
TSC057	538	YEAR RECEIVED DOCTORATE/1ST PROF DEGREE
TSC058	540	MAIN TEACHING ASSIGNMENT AT THIS SCHOOL
TSC059	542	ASSIGNMENT EQUALLY BETWEEN 2 FIELDS
TSC060	543	TEACH CLASSES IN OTHER FIELDS HERE
TSC061	544	FIELD TEACH SECOND MOST CLASSES
TSC062	546	COLLEGE LEVEL COURSES / TEACHING METHODS
TSC065	549	MAIN ASSIGN PREKIND/ GENL ELEM/ SPEC ED
TSC066	550	COLLEGE LEVEL COURSES IN MAIN TEACH SUBJ
TSC069	553	FEEL BEST QUALIFIED TO TEACH THIS FIELD
TSC070	555	FEEL QUALIFIED TO TEACH OTHER FIELDS
TSC071	556	FEEL 2ND BEST QUALIFIED TEACH THIS FIELD
TSC072	558	MAIN TEACHING ASSIGN CHANGED SINCE BEGAN
TSC073	559	PREVIOUS MAIN ASSIGNMENT FIELD
TSC074	561	NMBR CONSEC YEARS TEACHING CURR ASSIGN
TSC075	563	TEACH ANY 7-12 STUDENTS AT THIS SCHOOL
TSC076	564	TEACH ANY KIND OF SCIENCE AT THIS SCHOOL

TSC077	565	TAKEN UNDERGRAD/GRAD COURSES IN MATH
TSC078	566	NMBR UNDERGRADUATE COURSES IN MATH
TSC079	568	NMBR GRADUATE COURSES IN MATH
TSC080	570	TAKEN UNDERGRAD/GRAD COURSES IN COMP SCI
TSC081	571	NMBR UNDERGRADUATE COURSES IN COMP SCI
TSC082	573	NMBR GRADUATE COURSES IN COMP SCIENCE
TSC083	575	TAKEN UNDERGRAD/GRAD COURSES IN BIOL SCI
TSC084	576	NMBR UNDERGRADUATE COURSES IN BIOL SCI
TSC085	578	NMBR GRADUATE COURSES IN BIOL SCIENCE
TSC086	580	TAKEN UNDERGRAD/GRAD COURSES IN CHEMSTRY
TSC087	581	NMBR UNDERGRADUATE COURSES IN CHEMISTRY
TSC088	583	NMBR GRADUATE COURSES IN CHEMISTRY
TSC089	585	TAKEN UNDERGRAD/GRAD COURSES IN PHYSICS
TSC090	586	NMBR UNDERGRADUATE COURSES IN PHYSICS
TSC091	588	NMBR GRADUATE COURSES IN PHYSICS
TSC092	590	TAKEN UNDERGRAD/GRAD COURSES / EARTH SCI
TSC093	591	NMBR UNDERGRADUATE COURSES IN EARTH SCI
TSC094	593	NMBR GRADUATE COURSES IN EARTH SCI
TSC095	595	TAKEN UNDERGRAD/GRAD COURSES / OTHER SCI
TSC096	596	NMBR UNDERGRADUATE COURSES IN OTHER SCI
TSC097	598	NMBR GRADUATE COURSES IN OTHER SCI
TSC098	600	ATTENDED IN-SERVICE TRAINING OF 30+ HRS
TSC099	601	TRAINING IN MAIN TEACHING ASSIGNMENT
TSC100	602	MAJOR PURPOSE FOR TAKING THIS TRAINING
TSC101	603	MAIN ASSIGN TEACHING CERT IN THIS STATE
TSC102	604	TYPE OF CERT HOLD IN THIS FIELD
TSC103	605	YR CERT MAIN TEACHING FIELD THIS STATE
TSC104	607	CERT IN OTHER TEACHING ASSIGN THIS STATE
TSC105	608	TYPE OF CERT IN OTHER TEACHING FIELD
TSC106	609	YR CERT OTHER TEACHING FIELD THIS STATE
TSC107	611	MEMBER PROFESS TEACHER/ED ORGANIZATION
TSC108	612	PARTICIPATED IN SPONSORED SEMINARS, ETC
TSC109	613	HOW OFTEN PARTICIPATE IN THESE ACTIVITYS
TSC110	614	PARTICIPATE IN 1ST YR INDUCTION TRAINING
TSC111	615	CURRENTLY MASTER OR MENTOR TEACHER
TSC112	616	STUDENT GRADE LVLS IN CLASSES/UNGRADED
TSC113	617	STUDENT GRADE LVLS IN CLASSES/PREKIND
TSC114	618	STUDENT GRADE LVLS IN CLASSES/KIND
TSC115	619	STUDENT GRADE LVLS IN CLASSES/1ST
TSC116	620	STUDENT GRADE LVLS IN CLASSES/2ND
TSC117	621	STUDENT GRADE LVLS IN CLASSES/3RD

TSC118	622	STUDENT GRADE LVLS IN CLASSES/4TH
TSC119	623	STUDENT GRADE LVLS IN CLASSES/5TH
TSC120	624	STUDENT GRADE LVLS IN CLASSES/6TH
TSC121	625	STUDENT GRADE LVLS IN CLASSES/7TH
TSC122	626	STUDENT GRADE LVLS IN CLASSES/8TH
TSC123	627	STUDENT GRADE LVLS IN CLASSES/9TH
TSC124	628	STUDENT GRADE LVLS IN CLASSES/10TH
TSC125	629	STUDENT GRADE LVLS IN CLASSES/11TH
TSC126	630	STUDENT GRADE LVLS IN CLASSES/12TH
TSC127	631	STUDENT GRADE LVLS IN CLASSES/POSTSEC
TSC128	632	WAY CLASSES ORGANIZED THIS SCHOOL
TSC129	633	NMBR STUDENTS IN CLASS - RECENT FULL WK
TSC130	636	RECENT FULL WK - NMBR HRS TAUGHT ENGLISH
TSC131	638	RECENT FULL WK - NMBR HRS TAUGHT MATH
TSC132	640	RECENT FULL WK - NMBR HRS TAUGHT SOCSTUD
TSC133	642	RECENT FULL WK - NMBR HRS TAUGHT SCIENCE
TSC134	644	RECENT FULL WK - ASSIGN HOMEWORK
TSC135	645	GENL ACADEMIC ACHIEVMENT LVL IN STUDENTS
TSC136	646	NMBR SEP CLASSES TAUGHT RECENT FULL WK
TSC137	648	SUBJECT MATTER CODE OF CLASS 1
TSC138	650	NMBR OF TIMES A WEEK CLASS 1 MEETS
TSC139	651	GRADE LEVEL OF MOST STUDENTS IN CLASS 1
TSC140	653	NMBR STUDENTS ENROLLED IN CLASS 1
TSC141	655	NMBR MALE STUDENTS IN CLASS 1
TSC142	657	NMBR MINORITY STUDENTS IN CLASS 1
TSC143	659	ACHIEV LVL STDNTS CLASS 1 W/ OTHR STDNTS
TSC144	660	TYPE OF CLASS 1
TSC145	661	SUBJECT MATTER CODE OF CLASS 2
TSC146	663	NMBR OF TIMES A WEEK CLASS 2 MEETS
TSC147	664	GRADE LEVEL OF MOST STUDENTS IN CLASS 2
TSC148	666	NMBR STUDENTS ENROLLED IN CLASS 2
TSC149	668	NMBR MALE STUDENTS IN CLASS 2
TSC150	670	NMBR MINORITY STUDENTS IN CLASS 2
TSC151	672	ACHIEV LVL STDNTS CLASS 2 W/ OTHR STDNTS
TSC152	673	TYPE OF CLASS 2
TSC153	674	SUBJECT MATTER CODE OF CLASS 3
TSC154	676	NMBR OF TIMES A WEEK CLASS 3 MEETS
TSC155	677	GRADE LEVEL OF MOST STUDENTS IN CLASS 3
TSC156	679	NMBR STUDENTS ENROLLED IN CLASS 3
TSC157	681	NMBR MALE STUDENTS IN CLASS 3
TSC158	683	NMBR MINORITY STUDENTS IN CLASS 3
TSC159	685	ACHIEV LVL STDNTS CLASS 3 W/ OTHR STDNTS
TSC160	686	TYPE OF CLASS 3
TSC161	687	SUBJECT MATTER CODE OF CLASS 4
TSC162	689	NMBR OF TIMES A WEEK CLASS 4 MEETS

TSC163	690	GRADE LEVEL OF MOST STUDENTS IN CLASS 4
TSC164	692	NMBR STUDENTS ENROLLED IN CLASS 4
TSC165	694	NMBR MALE STUDENTS IN CLASS 4
TSC166	696	NMBR MINORITY STUDENTS IN CLASS 4
TSC167	698	ACHIEV LVL STDNTS CLASS 4 W/ OTHR STDNTS
TSC168	699	TYPE OF CLASS 4
TSC169	700	SUBJECT MATTER CODE OF CLASS 5
TSC170	702	NMBR OF TIMES A WEEK CLASS 5 MEETS
TSC171	703	GRADE LEVEL OF MOST STUDENTS IN CLASS 5
TSC172	705	NMBR STUDENTS ENROLLED IN CLASS 5
TSC173	707	NMBR MALE STUDENTS IN CLASS 5
TSC174	709	NMBR MINORITY STUDENTS IN CLASS 5
TSC175	711	ACHIEV LVL STDNTS CLASS 5 W/ OTHR STDNTS
TSC176	712	TYPE OF CLASS 5
TSC177	713	SUBJECT MATTER CODE OF CLASS 6
TSC178	715	NMBR OF TIMES A WEEK CLASS 6 MEETS
TSC179	716	GRADE LEVEL OF MOST STUDENTS IN CLASS 6
TSC180	718	NMBR STUDENTS ENROLLED IN CLASS 6
TSC181	720	NMBR MALE STUDENTS IN CLASS 6
TSC182	722	NMBR MINORITY STUDENTS IN CLASS 6
TSC183	724	ACHIEV LVL STDNTS CLASS 6 W/ OTHR STDNTS
TSC184	725	TYPE OF CLASS 6
TSC185	726	SUBJECT MATTER CODE OF CLASS 7
TSC186	728	NMBR OF TIMES A WEEK CLASS 7 MEETS
TSC187	729	GRADE LEVEL OF MOST STUDENTS IN CLASS 7
TSC188	731	NMBR STUDENTS ENROLLED IN CLASS 7
TSC189	733	NMBR MALE STUDENTS IN CLASS 7
TSC190	735	NMBR MINORITY STUDENTS IN CLASS 7
TSC191	737	ACHIEV LVL STDNTS CLASS 7 W/ OTHR STDNTS
TSC192	738	TYPE OF CLASS 7
TSC193	739	SUBJECT MATTER CODE OF CLASS 8
TSC194	741	NMBR OF TIMES A WEEK CLASS 8 MEETS
TSC195	742	GRADE LEVEL OF MOST STUDENTS IN CLASS 8
TSC196	744	NMBR STUDENTS ENROLLED IN CLASS 8
TSC197	746	NMBR MALE STUDENTS IN CLASS 8
TSC198	748	NMBR MINORITY STUDENTS IN CLASS 8
TSC199	750	ACHIEV LVL STDNTS CLASS 8 W/ OTHR STDNTS
TSC200	751	TYPE OF CLASS 8
TSC201	752	SUBJECT MATTER CODE OF CLASS 9
TSC202	754	NMBR OF TIMES A WEEK CLASS 9 MEETS
TSC203	755	GRADE LEVEL OF MOST STUDENTS IN CLASS 9
TSC204	757	NMBR STUDENTS ENROLLED IN CLASS 9
TSC205	759	NMBR MALE STUDENTS IN CLASS 9
TSC206	761	NMBR MINORITY STUDENTS IN CLASS 9
TSC207	763	ACHIEV LVL STDNTS CLASS 9 W/ OTHR STDNTS
TSC208	764	TYPE OF CLASS 9
TSC209	765	SUBJECT MATTER CODE OF CLASS 10

TSC210	767	NMBR OF TIMES A WEEK CLASS 10 MEETS
TSC211	768	GRADE LEVEL OF MOST STUDENTS IN CLASS 10
TSC212	770	NMBR STUDENTS ENROLLED IN CLASS 10
TSC213	772	NMBR MALE STUDENTS IN CLASS 10
TSC214	774	NMBR MINORITY STUDENTS IN CLASS 10
TSC215	776	ACHIEV LVL STDNTS CLASS 10 W/OTHR STDNTS
TSC216	777	TYPE OF CLASS 10
TSC217	778	TOT NMBR STUDENTS IN CLASSES HERE
TSC218	782	NMBR TIMES PER WK EACH CLASS MEETS
TSC219	783	NMBR HRS REQUIRED - RECENT FULL WEEK
TSC220	785	NON-SCHOOL HOURS, W/ STUDENT INTERACTION
TSC221	787	NON-SCHOOL HOURS, NO STUDENT INTERACTION
TSC222	789	I LOOK FORWARD TO WORKING AT THIS SCHOOL
TSC223	790	STAFF MMBRS DONT HAVE MUCH SCHOOL SPIRIT
TSC224	791	SCHOOL ADMIN KNOWS PROBLEMS STAFF FACES
TSC225	792	ALL AT SCHOOL AGREE ON SCHOOL DISCIPLINE
TSC226	793	STDNT BEHAVIOR INTERFERES WITH TEACHING
TSC227	794	PRINCIPAL ENFORCES RULES/BACKS TEACHERS
TSC228	795	TEACHERS CONSISTENTLY ENFORCE RULES
TSC229	796	STDNT CLASS ATTITUDES REDUCE ACAD SUCCES
TSC230	797	MANY STDNTS INCAPABLE LEARNING MATERIAL
TSC231	798	TCHING ASSIGN MORE DIFF THAN OTHERS
TSC232	799	TEACHING HAS MORE ADVAN THAN DISADVAN
TSC233	800	WOULD CHANGE JOBS IF COULD
TSC234	801	PLAN WITH LIB/MEDIA SPEC FOR ASSISTANCE
TSC235	802	LIB/MEDIA ARE ADEQUATE TO HELP IN CLASS
TSC236	803	WOULD BECOME A TEACHER AGAIN
TSC237	804	SCHOOL AIDS NEW TEACHERS W/ STDNT DISCIP
TSC238	805	SCHOOL AIDS NEW TEACHERS W/ INSTR METHOD
TSC239	806	SCHOOL AIDS NEW TEACHERS W/ CURRICULUM
TSC240	807	SCHOOL AIDS NEW TEACHERS W/ ADJUSTING
TSC241	808	MOST IMPORTANT TEACHING GOAL
TSC242	809	SECOND MOST IMPORTANT TEACHING GOAL
TSC243	810	THIRD MOST IMPORTANT TEACHING GOAL
TSC244	811	TEACHERS HAVE INFLUENCE W/ DISCIP POLICY
TSC245	812	TCHRS INFLU W/ CONTENT OF INSERVICE PGMS
TSC246	813	TCHRS INFLU W/ POLICY ON GROUPING STDNTS
TSC247	814	TCHRS INFLU W/ ESTABLISHING CURRICULUM
TSC248	815	TEACHERS CONTROL SELECT INSTR MATERIAL
TSC249	816	TCHRS CONTROL SELECTING CONTENT, ETC

TSC250	817	TCHRS CONTROL SELECT TEACHING TECHNIQUES
TSC251	818	TCHRS CONTROL EVALUATING/GRADING STDNTS
TSC252	819	TCHRS CONTROL DISCIPLINING STDNTS
TSC253	820	TCHRS CONTROL AMOUNT OF HOMEWORK ASSIGND
TSC254	821	PROBLEM: STUDENT TARDINESS
TSC255	822	PROBLEM: STUDENT ABSENTEEISM
TSC256	823	PROBLEM: TEACHER ABSENTEEISM
TSC257	824	PROBLEM: STUDENTS CUTTING CLASS
TSC258	825	PROBLEM: PHYSICAL CONFLICTS AMONG STDNTS
TSC259	826	PROBLEM: ROBBERY OR THEFT
TSC260	827	PROBLEM: VANDALISM OF SCHOOL PROPERTY
TSC261	828	PROBLEM: STUDENT PREGNANCY
TSC262	829	PROBLEM: STUDENT USE OF ALCOHOL
TSC263	830	PROBLEM: STUDENT DRUG ABUSE
TSC264	831	PROBLEM: STUDENT POSSESSION OF WEAPONS
TSC265	832	PROBLEM: PHYSICAL ABUSE OF TEACHERS
TSC266	833	PROBLEM: VERBAL ABUSE OF TEACHERS
TSC267	834	PROBLEM: STUDENT DISRESPECT FOR TEACHERS
TSC268	835	PROBLEM: STUDENTS DROPPING OUT
TSC269	836	PROBLEM: STUDENT APATHY
TSC270	837	PROBLEM: LACK OF ACADEMIC INVOLVEMENT
TSC271	838	PROBLEM: LACK OF PARENT INVOLVEMENT
TSC272	839	PROBLEM: PARENT ALCOHOL &/OR DRUG ABUSE
TSC273	840	PROBLEM: POVERTY
TSC274	841	PROBLEM: RACIAL TENSION
TSC275	842	PROBLEM: CULTURAL CONFLICT
TSC276	843	PLAN TO REMAIN TEACHING FOR HOW LONG
TSC277	844	DO PLAN TO RETIRE IN HOW MANY YRS
TSC278	846	MAIN ACTIVITY LAST SCHOOL YEAR
TSC279	848	MAIN ACTIVITY NEXT SCHOOL YEAR
TSC280	850	RECV PAY INCENTIVES FOR ADDL RESP
TSC281	851	RECV PAY INCENTIVES FOR ADDL TCHING
TSC282	852	RECV PAY INCENTIVES FOR SCHL LOCATION
TSC283	853	RECV PAY INCREASES DUE TO PERFORMNCE
TSC284	854	RECV MERIT PAY BONUS DUE TO PERFORM
TSC285	855	RECV SCHL BONUS DUE TO EXCP PERFORM
TSC286	856	SUMR 1990 INCOME FOR TEACHING SUMR SCHL
TSC287	857	SUMR 1990 AMT EARNED IN TCHING SUMR SCHL
TSC288	862	SUMR 1990 INCOME FOR NONTCHING SUMR SCHL
TSC289	863	SUMR 1990 AMT EARNED NONTCHING SUMR SCHL
TSC290	868	SUMR 1990 INCOME FOR NONSCHOOL JOB

TSC291	869	SUMR 1990 AMT EARNED NONSCHOOL JOB
TSC292	874	90-91 ACADEMIC BASE YEAR SALARY
TSC293	879	90-91 SUPPLEMENTAL SCHOOL CONTRACTS
TSC294	880	90-91 SUPPLEMENTAL SCHOOL INCOME AMT
TSC295	885	90-91 SUPPLEMENTAL NON-SCHL JOB
TSC296	886	90-91 SUPPLEMENTAL NON-SCHL INCOME AMT
TSC297	891	90-91 SUPPLEMENTAL NON-SCHL JOB DESC
TSC298	892	90-91 SUPPLEMENTAL INCOME (EX:BONUS)
TSC299	893	90-91 SUPPLEMENTAL INCOME AMT
TSC300	898	90-91 TOTAL EARNED INCOME - ALL SOURCES
TSCSTR	938	SCHOOL STRATUM CODE
TSUBJ	944	TEACHER SUBJECT CATEGORY
TUITIN	989	HIGHEST ANNUAL TUITION CHARGED
TUITION	907	PART OF SCHL SALARY INCL CHLDRN TUITION
TYPOLOGY	20	NINE LEVEL RELIGIOUS TYPOLOGY

Appendix E. Selected Unweighted and Weighted Tables

Note: All unweighted and weighted counts presented in this section are presented for the purpose of checking the data. We encourage programmers to validate their programs by comparing their results with the cross-tabulated number of observations in these tables.

Teacher Demand and Shortage Survey

Selected Unweighted and Weighted Tables

Table E-1.--Unweighted number of districts by enrollment and by state: 1990-91

	Enrollment					
State	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
50 States and D.C.	4	870	651	2123	643	593
Alabama	0	3	0	58	27	10
Alaska	0	18	9	8	2	2
Arizona	0	13	10	45	11	17
Arkansas	0	17	30	50	9	3
California	0	30	12	56	34	86
Colorado	1	22	6	27	1	17
Connecticut	0	3	7	55	16	4
Delaware	0	0	3	9	4	3
District of Columbia	0	0	0	0	0	1
Florida	0	0	0	10	9	32
Georgia	0	1	2	48	19	22
Hawaii	0	0	0	0	0	1
Idaho	0	18	10	35	6	3
Illinois	0	37	32	60	20	13
Indiana	2	5	9	74	20	15
Iowa	0	27	46	49	6	5
Kansas	0	27	29	42	9	5
Kentucky	0	5	4	59	20	4
Louisiana	0	1	1	20	16	20
Maine	0	20	13	54	2	0
Maryland	0	0	0	4	3	13
Massachusetts	0	6	9	81	17	8
Michigan	0	14	15	82	22	20
Minnesota	0	21	23	47	14	11
Mississippi	0	1	2	86	18	5
Missouri	0	22	34	53	17	15
Montana	0	92	13	22	3	1
Nebraska	0	58	14	23	3	3
Nevada	0	3	1	8	3	2
New Hampshire	0	17	11	42	1	2
New Jersey	0	6	18	72	21	8
New Mexico	0	9	12	18	9	4
New York	1	16	35	82	20	9
North Carolina	0	0	1	28	31	26
North Dakota	0	69	16	9	2	2
Ohio	0	8	22	81	25	14
Oklahoma	0	73	35	57	8	9
Oregon	0	20	15	41	12	7
Pennsylvania	0	8	11	115	35	8
Rhode Island	0	0	3	22	5	2
South Carolina	0	0	2	27	17	19
South Dakota	0	40	22	23	0	2
Tennessee	0	2	1	50	26	13
Texas	0	60	30	79	24	58
Utah	0	1	3	12	6	11

Table E-1.--Unweighted number of districts by enrollment and by state: 1990-91 (continued)

State	Enrollment					
	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
Vermont	0	43	22	17	0	0
Virginia	0	3	2	38	23	16
Washington	0	12	11	36	15	25
West Virginia	0	0	0	29	17	8
Wisconsin	0	10	35	60	13	7
Wyoming	0	9	10	20	2	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-2.--Weighted number of districts by enrollment and by state: 1990-91

State	Enrollment					
	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
50 States and D.C.	29	5,722	2,606	5,549	918	688
Alabama	0	29	0	78	29	10
Alaska	0	30	13	9	2	2
Arizona	0	100	39	69	12	18
Arkansas	0	108	109	93	10	3
California	0	619	26	236	95	133
Colorado	17	91	18	48	1	17
Connecticut	0	26	21	94	22	5
Delaware	0	0	3	9	4	3
District of Columbia	0	0	0	0	0	1
Florida	0	0	0	21	13	34
Georgia	0	4	8	124	25	25
Hawaii	0	0	0	0	0	1
Idaho	0	44	19	40	7	3
Illinois	0	418	241	310	46	18
Indiana	11	12	36	214	28	15
Iowa	0	168	155	99	6	5
Kansas	0	123	91	76	9	5
Kentucky	0	58	17	125	25	4
Louisiana	0	5	1	29	18	21
Maine	0	119	31	82	2	0
Maryland	0	0	0	5	3	16
Massachusetts	0	68	50	196	23	9
Michigan	0	45	60	320	32	22
Minnesota	0	154	97	141	19	13
Mississippi	0	3	4	123	19	5
Missouri	0	210	159	143	18	14
Montana	0	471	23	26	3	1
Nebraska	0	729	42	34	3	3
Nevada	0	3	1	8	3	2
New Hampshire	0	84	19	51	1	2
New Jersey	0	108	188	241	34	10
New Mexico	0	30	24	21	9	4
New York	1	78	210	404	49	12
North Carolina	0	0	4	67	38	29
North Dakota	0	250	23	9	2	2
Ohio	0	59	119	432	49	16
Oklahoma	0	342	100	98	8	9
Oregon	0	193	47	73	13	7
Pennsylvania	0	25	45	450	53	9
Rhode Island	0	0	5	25	6	2
South Carolina	0	0	7	49	19	20
South Dakota	0	116	48	23	0	2
Tennessee	0	3	8	84	29	13
Texas	0	418	200	327	41	71
Utah	0	2	6	14	6	11

Table E-2.--Weighted number of districts by enrollment and by state: 1990-91 (continued)

State	Enrollment					
	0	1 but less than 500	500 but less than 1,000	1,000 but less than 5,000	5,000 but less than 10,000	10,000 or more
Vermont	0	170	45	24	0	0
Virginia	0	8	7	87	28	18
West Virginia	0	0	0	29	18	8
Wisconsin	0	79	168	162	13	7
Wyoming	0	29	12	21	2	2

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-3.--Unweighted number of FTE K-12 teaching positions by region: 1990-91

Region	Type of teaching positions					
	Number of approved	Number of vacant	Number of abolished	Number of laidoff	Number of new hires	Number of new certifications
Northeast	263,250	1,190	68	2,396	12,746	11,106
Midwest	315,315	1,611	88	1,952	22,142	21,601
South	664,248	4,233	217	1,732	64,402	56,176
West	309,746	2,590	59	1,164	31,616	28,000

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-4.-Weighted number of FTE K-12 teaching positions by region: 1990-91

Region	Type of teaching positions					
	Number of approved	Number of vacant	Number of abolished	Number of laidoff	Number of new hires	Number of new certifications
Northeast	486,926	2,245	138	4,250	24,722	22,546
Midwest	582,626	2,549	179	3,668	41,948	40,778
South	859,927	4,912	373	2,117	86,632	75,888
West	431,792	3,804	88	1,346	45,620	40,038

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-5.--Unweighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1990-91

Region	Degree/experience Bachelor's degree/ no experience	Master's degree/ no experience	Master's degree/ 20 years of experience	Highest step
Northeast	22,459	24,323	39,912	43,987
Midwest	19,256	21,216	32,963	35,768
South	19,317	20,843	29,684	32,953
West	20,544	23,064	35,238	39,129

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-6.--Weighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1990-91

Region	Degree/experience Bachelor's degree/ no experience	Master's degree/ no experience	Master's degree/ 20 years of experience	Highest step
North East	22,534	24,378	39,797	43,846
Midwest	18,755	20,598	31,402	33,794
South	18,902	20,154	28,901	31,382
West	20,568	22,801	34,809	37,798

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-7.--Unweighted number of districts offering various incentives by region: 1990-91

	Incentives				
Region	Merit pay	To recruit or retrain teachers	To fill shortages	Retraining available in shortage fields	Program for aspiring school administrators
Total	548	251	449	687	873
Northeast	39	23	70	84	115
Midwest	113	53	107	86	165
South	335	111	171	351	321
West	61	64	101	166	272

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-8.--Weighted number of districts offering various incentives by region: 1990-91

	Incentives				
Region	Merit pay	To recruit or retrain teachers	To fill shortages	Retraining available in shortage fields	Program for aspiring school administrators
Total	1,801	773	1,354	1,602	1,855
Northeast	89	71	224	241	298
Midwest	470	196	378	277	389
South	1,055	321	428	675	530
West	187	185	323	409	638

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-9.--Unweighted number of FTE teachers and enrollment by grade level: 1990-91

Grade level	FTE teachers	Enrollment
Ungraded	72,408	537,700
Pre-Kindergarten	11,510	247,598
Kindergarten	78,225	2,139,269
Grades 1 - 6	696,064	12,973,104
Grades 7 - 12	699,378	11,674,740
Postsecondary	9,696	337,457

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-10.--Weighted number of FTE teachers and enrollment by grade level: 1990-91

Grade level	FTE teachers	Enrollment
Ungraded	97,153	705,564
Pre-Kindergarten	16,796	357,816
Kindergarten	117,155	3,237,850
Grades 1 - 6	1,053,450	19,419,747
Grades 7 - 12	1,084,726	17,434,850
Postsecondary	13,662	449,430

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-11.--Unweighted number of districts offering various benefits to teachers by region: 1990-91

Region	Benefits							
	Medical insurance*	Dental insurance*	Life insurance*	Pension	Housing	Meals	Transportation	Tuition reimbursement
Total	4,596	3,050	3,245	3,145	85	218	2,262	1,936
Northeast	946	733	647	613	3	37	492	665
Midwest	1,415	904	1,100	964	12	68	689	506
South	1,277	607	816	887	31	73	683	488
West	958	806	682	681	39	40	398	277

*District (or other organization) pays part or all of premium.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table E-12.--Weighted number of districts offering various benefits to teachers by region: 1990-91

Region	Benefits							
	Medical insurance*	Dental insurance*	Life insurance*	Pension	Housing	Meals	Transportation	Tuition reimbursement
Total	14,139	9,211	9,336	9,486	339	777	5,917	6,165
Northeast	3,095	2,373	1,960	2,066	12	113	1,348	2,249
Midwest	5,330	3,062	4,000	3,592	62	331	2,392	2,038
South	2,746	1,234	1,683	1,809	121	208	1,250	922
West	2,968	2,540	1,692	2,020	143	124	928	957

*District (or other organization) pays part or all of premium.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Public School Administrator Survey

Selected Unweighted and Weighted Tables

Table E-13.--Unweighted number of public school administrators, by highest degree earned and by state: 1990-91

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate*
50 States and D.C.	9,054	--	--	189	5,345	2,602	915
Alabama	221	--	--	--	91	111	19
Alaska	150	--	--	5	100	29	16
Arizona	192	--	--	4	127	33	27
Arkansas	159	--	--	--	111	42	5
California	300	--	--	9	215	42	34
Colorado	178	--	--	--	98	46	32
Connecticut	156	--	--	--	16	110	30
Delaware	67	--	--	--	40	8	19
District of Columbia	61	--	--	--	42	9	10
Florida	242	--	--	--	176	39	27
Georgia	178	--	--	--	30	131	17
Hawaii	91	--	--	18	36	30	7
Idaho	157	--	--	--	96	45	15
Illinois	240	--	--	--	153	52	35
Indiana	188	--	--	--	89	78	21
Iowa	177	--	--	3	127	34	13
Kansas	158	--	--	--	111	24	22
Kentucky	177	--	--	--	56	111	9
Louisiana	203	--	--	--	130	65	8
Maine	141	--	--	7	94	32	8
Maryland	145	--	--	--	97	25	23
Massachusetts	163	--	--	--	96	40	25
Michigan	212	--	--	--	132	53	25
Minnesota	192	--	--	--	51	117	22
Mississippi	221	--	--	--	121	83	17
Missouri	205	--	--	--	98	78	27
Montana	155	--	--	4	135	10	6
Nebraska	148	--	--	3	75	54	16
Nevada	115	--	--	--	81	17	17
New Hampshire	113	--	--	6	62	33	12
New Jersey	181	--	--	--	125	37	19
New Mexico	143	--	--	--	94	39	9
New York	248	--	--	4	95	115	34
North Carolina	180	--	--	3	70	90	17
North Dakota	190	--	--	66	107	10	7
Ohio	199	--	--	--	158	26	15
Oklahoma	270	--	--	15	166	76	13
Oregon	169	--	--	3	101	53	12
Pennsylvania	225	--	--	--	134	48	41
Rhode Island	102	--	--	--	62	24	16

Table E-13.--Unweighted number of public school administrators, by highest degree earned and by state: 1990-91 (continued)

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate*
South Carolina	177	--	--	--	87	71	19
South Dakota	187	--	--	--	151	30	6
Tennessee	189	--	--	--	112	58	18
Texas	405	--	--	3	299	78	25
Utah	174	--	--	7	73	66	28
Vermont	100	--	--	12	59	23	6
Virginia	188	--	--	--	126	36	26
Washington	171	--	--	--	124	31	16
West Virginia	164	--	--	--	122	34	7
Wisconsin	165	--	--	--	107	47	11
Wyoming	122	--	--	--	87	29	6

--No sampled cases.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-14.--Weighted number of public school administrators, by highest degree earned and by state: 1990-91

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate*
50 States and D.C.	78,890	--	--	1,430	47,749	22,230	7,456
Alabama	1,225	--	--	--	486	636	--
Alaska	414	--	--	--	291	--	--
Arizona	990	--	--	--	607	181	--
Arkansas	1,074	--	--	--	792	239	--
California	7,165	--	--	--	4,765	1,248	909
Colorado	1,290	--	--	--	722	367	182
Connecticut	919	--	--	--	--	660	157
Delaware	159	--	--	--	100	--	--
District of Columbia	167	--	--	--	115	--	--
Florida	2,245	--	--	--	1,642	367	--
Georgia	1,650	--	--	--	303	1,194	--
Hawaii	231	--	--	--	92	73	--
Idaho	526	--	--	--	323	152	--
Illinois	3,935	--	--	--	2,725	815	395
Indiana	1,842	--	--	--	915	708	--
Iowa	1,520	--	--	--	1,137	283	--
Kansas	1,442	--	--	--	1,077	--	--
Kentucky	1,274	--	--	--	417	782	--
Louisiana	1,445	--	--	--	918	469	--
Maine	731	--	--	--	471	149	--
Maryland	1,129	--	--	--	752	--	--
Massachusetts	1,733	--	--	--	997	423	--
Michigan	3,004	--	--	--	1,770	830	--
Minnesota	1,402	--	--	--	388	870	--
Mississippi	905	--	--	--	474	375	--
Missouri	2,059	--	--	--	963	803	--
Montana	677	--	--	--	564	--	--
Nebraska	1,113	--	--	--	582	403	--
Nevada	313	--	--	--	230	--	--
New Hampshire	417	--	--	--	226	124	--
New Jersey	2,208	--	--	--	1,513	483	--
New Mexico	626	--	--	--	411	172	--
New York	3,889	--	--	--	1,445	1,903	486
North Carolina	1,917	--	--	--	820	935	--
North Dakota	612	--	--	250	310	--	--
Ohio	3,623	--	--	--	2,897	--	--
Oklahoma	1,730	--	--	--	1,066	499	--
Oregon	1,160	--	--	--	679	335	--
Pennsylvania	3,200	--	--	--	1,996	699	459
Rhode Island	294	--	--	--	180	--	--

Table E-14.--Weighted number of public school administrators, by highest degree earned and by state: 1990-91 (continued)

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate[*]
South Carolina	1,070	--	--	--	543	438	--
South Dakota	728	--	--	--	611	98	--
Tennessee	1,460	--	--	--	905	435	--
Texas	5,647	--	--	--	4,158	1,138	--
Utah	690	--	--	--	290	269	--
Vermont	313	--	--	--	185	--	--
Virginia	1,734	--	--	--	1,240	282	--
Washington	1,765	--	--	--	1,310	294	--
West Virginia	1,007	--	--	--	741	216	--
Wisconsin	1,844	--	--	--	1,234	509	--
Wyoming	376	--	--	--	268	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.

[*] Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-15.--Unweighted number of public school administrators, by race/ethnicity and sex: 1990-91

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	9,054	7,867	714	265	208
Male	6,884	6,154	424	169	137
Female	2,170	1,713	290	96	71

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-16.--Weighted number of public school administrators, by race/ethnicity and sex: 1990-91

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	78,890	67,794	6,770	3,097	1,229
Male	55,256	49,443	3,446	1,600	766
Female	23,634	18,351	3,323	1,497	463

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-17.--Unweighted number of public school administrators, by highest degree earned and by sex: 1990-91

Sex	Total	No Degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	9,054	++	0	189	5,345	2,602	915
Male	6,884	++	0	117	4,194	1,919	653
Female	2,170	++	0	72	1,151	683	262

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-18.--Weighted number of public school administrators, by highest degree earned and by sex: 1990-91

Sex	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	78,890	--	0	1,430	47,750	22,230	7,456
Male	55,256	--	0	839	34,553	15,188	4,670
Female	23,634	--	0	591	13,196	7,042	2,785

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-19.--Unweighted number of public school administrators, by annual salary and by sex: 1990-91

Annual salary	Total	Male	Female
Total	9,054	6,884	2,170
Less than $10,000	17	13	4
$10,000 - $14,999	7	++	5
$15,000 - $19,999	18	7	11
$20,000 - $24,999	65	41	24
$25,000 - $29,999	160	103	57
$30,000 - $34,999	534	408	126
$35,000 - $39,999	967	699	268
$40,000 - $49,999	3,119	2,406	713
$50,000 - $59,999	2,379	1,795	584
$60,000 - $74,999	1,628	1,275	353
$75,000 - $99,999	160	135	25

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91(Administrator Questionnaire) .

Table E-20.--Weighted number of public school administrators, by annual salary and by sex: 1990-91

Annual salary	Total	Male	Female
Total	78,890	55,256	22,634
Less than $10,000	--	--	--
$10,000 - $14,999	--	--	--
$15,000 - $19,999	--	--	--
$20,000 - $24,999	535	320	--
$25,000 - $29,999	1,066	643	423
$30,000 - $34,999	4,122	2,901	1,228
$35,000 - $39,999	7,916	5,432	2,485
$40,000 - $49,999	27,592	19,747	7,845
$50,000 - $59,999	20,817	13,909	6,908
$60,000 - $74,999	15,253	11,116	4,137
$75,000 - $99,999	1,255	1,029	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-21.--Unweighted number of public school administrators, by years as a principal and by sex: 1990-91

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,054	3,053	2,291	1,532	9,054
Male	6,884	1,958	1,659	1,255	6,884
Female	2,170	1,095	632	277	2,170

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-22.--Weighted number of public school administrators, by years as a principal and by sex: 1990-91

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	78,890	20,071	20,072	12,620	19,408
Male	55,256	13,086	13,086	9,551	17,696
Female	23,634	6,986	6,986	3,069	1,712

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-23.--Unweighted number of public school administrators, by age and by sex: 1990-91

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,054	888	2,212	2,353	1,784	1,817
Male	6,884	657	1,620	1,808	1,380	1,419
Female	2,170	231	592	545	404	398

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-24.--Weighted number of public school administrators, by age and by sex: 1990-91

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	78,890	7,969	19,412	18,933	15,533	17,042
Male	23,634	5,242	13,193	5,598	11,095	4,653
Female	12,389	2,727	6,219	13,335	4,437	12,389

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-25.--Unweighted number of public school administrators, by highest degree earned and by race/ethnicity: 1990-91

Race/ ethnicity	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	9,054	++	0	189	5,345	2,602	915
White	7,867	++	0	164	4,653	2,270	778
Black, Non-hispanic	714	0	0	++	404	207	101
Hispanic	265	++	0	6	181	58	19
Other	208	0	0	17	107	67	17

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-26.--Weighted number of public school administrators, by highest degree earned and by race/ethnicity: 1990-91

Race/ ethnicity	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	78,890	--	0	1,430	47,750	22,230	7,456
White	67,794	--	0	1,165	41,032	19,399	6,185
Black, Non-hispanic	6,769	0	0	--	3,915	1,858	940
Hispanic	3,097	--	0	--	2,090	669	--
Other	1,229	0	0	--	713	305	--

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-27.--Unweighted number of public school administrators, by annual salary and by race/ethnicity: 1990-91

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	9,054	7,867	714	265	208
Less than $10,000	17	11	6	0	0
$10,000 - $14,999	7	6	0	++	0
$15,000 - $19,999	18	18	0	0	0
$20,000 - $24,999	65	62	++	++	0
$25,000 - $29,999	160	151	++	++	5
$30,000 - $34,999	534	471	32	14	17
35,000 - $39,999	967	839	76	30	22
$40,000 - $49,999	3,119	2,756	186	97	80
$50,000 - $59,999	2,379	2,045	211	65	58
$60,000 - $74,999	1,628	1,362	186	54	26
$75,000 - $99,999	160	146	13	++	0

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-28.--Weighted number of public school administrators, by annual salary and by race/ethnicity: 1990-91

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	78,890	67,794	6,770	3,097	1,229
Less than $10,000	--	--	--	0	0
$10,000 - $14,999	--	--	0	--	0
$15,000 - $19,999	--	--	0	0	0
$20,000 - $24,999	535	502	--	--	0
$25,000 - $29,999	1,066	1,000	--	--	--
$30,000 - $34,999	4,122	3,577	--	--	--
$35,000 - $39,999	7,916	6,974	604	253	--
$40,000 - $49,999	27,592	24,179	1,959	1,119	336
$50,000 - $59,999	20,817	17,494	2,222	759	342
$60,000 - $74,999	15,253	12,708	1,496	810	--
$75,000 - $99,999	1,255	1,096	--	--	0

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-29.--Unweighted number of public school administrators, by years as a principal and by race/ethnicity: 1990-91

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more 0 years
Total	9,054	3,053	2,291	1,532	2,178
White	7,867	2,590	1,974	1,344	1,959
Black, Non-hispanic	714	260	185	126	143
Hispanic	265	113	81	31	40
Other	208	90	51	31	36

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-30.--Weighted number of public school administrators, by years as a principal and by race/ethnicity: 1990-91

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	78,890	26,790	20,072	12,620	19,408
White	67,794	22,501	16,844	10,992	17,457
Black, Non-hispanic	6,770	2,553	1,794	1,074	1,349
Hispanic	3,097	1,242	1,056	342	457
Other	1,229	494	378	213	144

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-31.--Unweighted number of public school administrators, by age and by race/ethnicity: 1990-91

Race/ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,054	888	2,212	2,353	1,784	1,817
White	7,867	799	1,928	2,055	1,537	1,548
Black, Non-hispanic	714	49	133	190	158	184
Hispanic	265	24	89	61	48	43
Other	208	16	62	47	41	42

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-32.--Weighted number of public school administrators, by age and by race/ethnicity: 1990-91

Race/ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	78,890	7,969	19,412	18,934	15,533	17,042
White	67,794	7,027	16,529	16,546	13,211	14,482
Black, Non-hispanic	6,770	561	1,408	1,498	1,481	1,823
Hispanic	3,097	--	1,067	561	614	587
Other	1,229	--	408	330	227	151

--Too few sample cases (less than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-33.--Unweighted number of public school administrators, by annual salary and by highest degree earned: 1990-91

Annual salary	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	9,054	++	0	189	5,345	2,602	915
Less than $10,000	17	0	0	++	10	5	0
$10,000 - $14,999	7	++	0	4	++	0	0
$15,000 - $19,999	18	0	0	10	6	++	0
$20,000 - $24,999	65	++	0	23	29	11	++
$25,000 - $29,999	160	0	0	39	92	28	++
$30,000 - $34,999	534	0	0	25	381	116	12
$35,000 - $39,999	967	++	0	23	630	277	36
$40,000 - $49,999	3,119	0	0	40	1,879	984	216
$50,000 - $59,999	2,379	0	0	12	1,385	706	276
$60,000 - $74,999	1,628	0	0	11	862	433	322
$75,000 - $99,999	160	0	0	0	69	40	51

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-34.--Weighted number of public school administrators, by annual salary and by highest degree earned: 1990-91

Annual salary	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	78,890	--	0	1,430	47,749	22,230	7,456
Less than $10,000	--	0	0	--	--	--	0
$10,000 - $14,999	--	--	0	--	--	0	0
$15,000 - $19,999	--	0	0	--	--	--	0
$20,000 - $24,999	535	--	0	--	--	--	0
$25,000 - $29,999	1,066	0	0	--	601	--	--
$30,000 - $34,999	4,122	0	0	--	2,944	923	--
$35,000 - $39,999	7,916	--	0	--	5,180	2,307	256
$40,000 - $49,999	27,592	0	0	306	17,113	8,396	1,776
$50,000 - $59,999	20,817	0	0	--	12,463	6,144	2,120
$60,000 - $74,999	15,253	0	0	--	8,5530	3,715	2,833
$75,000 - $99,999	1,255	0	0	0	563	344	348

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-35.--Unweighted number of public school administrators, by years as a principal and by highest degree: 1990-91

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,054	3,053	2,291	1,532	2,178
No degree	++	++	++	0	0
Associates	0	0	0	0	0
Bachelors	189	90	37	31	31
Masters	5,345	1,804	1,315	889	1,337
Education Specialist	2,602	906	681	432	583
Doctorate*	915	251	257	180	227

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-36.--Weighted number of public school administrators, by years as a principal and by highest degree: 1990-91

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	78,890	26,790	20,072	12,620	19,408
No degree	--	--	--	0	0
Associates	0	0	0	0	0
Bachelors	1,430	720	272	179	259
Masters	47,749	16,093	11,520	7,496	12,640
Education Specialist	22,230	8,032	6,060	3,451	4,687
Doctorate*	7,456	1,925	2,214	1,494	1,822

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-37.--Unweighted number of public school administrators, by age and by highest degree earned: 1990-91

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	9,054	88	2,212	2,353	1,784	1,817
No degree	++	++	++	0	0	++
Associates	0	0	0	0	0	0
Bachelors	189	42	51	33	33	30
Masters	5,345	573	1,252	1,350	1,050	1,120
Education Specialist	2,602	221	704	705	512	460
Doctorate*	915	51	204	265	189	206

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-38.--Weighted number of public school administrators, by age and by highest degree earned: 1990-91

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	78,890	7,969	19,412	18,934	15,533	17,042
No degree	--	--	--	0	0	--
Associates	0	0	0	0	0	0
Bachelors	1,430	349	344	230	252	256
Masters	47,749	5,381	11,084	11,048	9,448	10,788
Education Specialist	22,230	1,933	6,362	5,713	4,285	3,936
Doctorate	7,456	293	1,616	1,943	1,549	2,054

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-39.--Unweighted number of public school administrators, by years as a principal and by annual salary: 1990-91

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	9,054	3,053	2,291	1,532	2,178
Less than $10,000	17	4	3	6	4
$10,000-$14,999	7	5	0	0	+ +
$15,000-$19,999	18	11	4	+ +	+ +
$20,000-$24,999	65	37	11	7	10
$25,000-$29,999	160	81	38	27	14
$30,000-$34,999	534	231	131	68	104
$35,000-$39,999	967	415	245	146	161
$40,000-$49,999	3,119	1,100	784	517	718
$50,000-$59,999	2,379	743	613	410	613
$60,000-$74,999	1,628	393	428	312	495
$75,000-$99,999	160	33	34	37	56

+ +Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-40.--Weighted number of public school administrators, by years as a principal and by annual salary: 1990-91

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	78,890	26,790	20,072	12,620	19,408
Less than $10,000	--	--	--	--	--
$10,000-$14,999	--	--	0	0	--
$15,000-$19,999	--	--	--	--	--
$20,000-$24,999	535	279	--	--	--
$25,000-$29,999	1,066	521	262	--	--
$30,000-$34,999	4,122	1,850	1,073	462	739
$35,000-$39,999	7,916	3,529	2,025	1,151	1,211
$40,000-$49,999	27,592	9,967	6,669	4,572	6,384
$50,000-$59,999	20,817	6,659	5,429	3,186	5,544
$60,000-$74,999	15,253	3,589	4,143	2,743	4,778
$75,000-$99,999	1,255	225	304	239	487

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-41.--Unweighted number of public school administrators, by age and by annual salary: 1990-91

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	9,054	888	2,212	2,353	1,784	1,817
Less than $10,000	17	0	++	++	7	7
$10,000-$14,999	7	4	++	0	++	0
$15,000-$19,999	18	8	++	4	++	++
$20,000-$24,999	65	24	11	11	9	10
$25,000-$29,999	160	41	48	29	21	21
$30,000-$34,999	534	111	144	129	82	68
$35,000-$39,999	967	161	300	218	145	143
$40,000-$49,999	3,119	349	891	780	546	553
$50,000-$59,999	2,379	139	510	677	536	517
$60,000-$74,999	1,628	47	288	463	387	443
$75,000-$99,999	160	4	15	40	48	53

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire)

Table E-42.--Weighted number of public school administrators, by age and by annual salary: 1990-91

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	78,890	7,969	19,412	18,934	15,533	17,042
Less than $10,000	--	0	--	--	--	--
$10,000-$14,999	--	--	--	0	--	0
$15,000-$19,999	--	--	--	--	--	--
$20,000-$24,999	535	--	--	--	--	--
$25,000-$29,999	1,066	285	314	--	--	--
$30,000-$34,999	4,122	993	1,134	960	543	492
$35,000-$39,999	7,916	1,480	2,603	1,694	1,022	1,117
$40,000-$49,999	27,592	3,316	8,130	6,138	4,740	5,268
$50,000-$59,999	20,817	1,225	4,397	5,899	4,691	4,606
$60,000-$74,999	15,253	366	2,628	3,649	3,804	4,807
$75,000-$99,999	1,255	--	--	309	396	404

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire)

Private School Administrator Survey

Selected Unweighted and Weighted Tables

Table E-43.--Unweighted number of private school administrators, by race/ethnicity and sex: 1990-91

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	2,757	2,577	83	62	35
Male	1,520	1,454	27	23	16
Female	1,237	1,123	56	39	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-44.--Weighted number of private school administrators, by race/ethnicity and sex: 1990-91

Sex	Total	White	Black, Non-hispanic	Hispanic	Other
Total	23,881	22,366	643	607	265
Male	11,640	11,165	--	--	--
Female	12,241	11,201	411	446	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-45.--Unweighted number of private school administrators, by highest degree earned and by sex: 1990-91

Sex	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	2,757	97	20	632	1,389	337	282
Male	1,520	52	10	318	761	167	212
Female	1,237	45	10	314	628	170	70

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-46.--Weighted number of private school administrators, by highest degree earned and by sex: 1990-91

Sex	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	23,881	1,564	--	6,428	11,324	2,750	1,624
Male	11,640	1,057	--	3,257	4,997	1,073	1,147
Female	12,241	507	--	3,171	6,327	1,677	477

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-47.--Unweighted number of private school administrators, by annual salary and by sex: 1990-91

Annual salary	Total	Male	Female
Total	2,757	1,520	1,237
Unpaid	158	91	67
Less than $10,000	109	41	68
$10,000 - $14,999	202	54	148
$15,000 - $19,999	231	92	139
$20,000 - $24,999	325	156	169
$25,000 - $29,999	338	177	161
$30,000 - $34,999	337	1999	138
$35,000 - $39,999	220	130	90
$40,000 - $49,999	316	204	112
$50,000 - $59,999	1995	137	58
$60,000 - $74,999	208	140	68
$75,000 - $99,999	89	72	17
$100,000 or more	29	27	++

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-48.--Weighted number of private school administrators, by annual salary and by sex: 1990-91

Annual salary	Total	Male	Female
Total	23,881	11,640	12,241
Unpaid	2,374	1,588	786
Less than $10,000	1,418	518	900
$10,000 - $14,999	2,546	705	1,841
$15,000 - $19,999	2,550	824	1,726
$20,000 - $24,999	3,264	1,428	1,836
$25,000 - $29,999	3,378	1,665	1,713
$30,000 - $34,999	2,876	1,524	1,353
$35,000 - $39,999	1,646	995	651
$40,000 - $49,999	1,726	1,059	668
$50,000 - $59,999	894	510	383
$60,000 - $74,999	796	480	317
$75,000 - $99,999	291	229	--
$100,000 or more	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-49.--Unweighted number of private school administrators, by years as a principal and by sex: 1990-91

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,757	960	647	549	601
Male	1,520	467	341	344	368
Female	1,237	493	306	205	233

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-50.--Weighted number of private school administrators, by years as a principal and by sex: 1990-91

Sex	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	23,881	9,186	5,405	4,532	4,757
Male	2,264	4,425	2,399	2,552	2,264
Female	2,493	4,761	3,006	1,981	2,493

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-51.--Unweighted number of private school administrators, by age and by sex: 1990-91

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,757	559	605	547	407	639
Male	1,520	353	351	315	206	295
Female	1,237	206	254	232	201	344

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-52.--Weighted number of private school administrators, by age and by sex: 1990-91

Sex	Total	Under 40	40-44	45-49	50-54	55 and over
Total	23,881	5,328	4,852	4,662	3,405	5,633
Male	11,640	3,050	2,587	2,454	1,416	2,134
Female	12,241	2,279	2,265	2,208	1,989	3,499

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-53.--Unweighted number of private school administrators, by highest degree earned and by race/ethnicity: 1990-91

Race/ ethnicity	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	2,757	97	20	632	1,389	337	282
White	2,577	86	16	584	1,313	314	264
Black, Non-hispanic	83	8	++	22	37	7	8
Hispanic	62	++	++	18	27	11	3
Other	35	++	++	8	12	5	7

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-54.--Weighted number of private school administrators, by highest degree earned and by race/ethnicity: 1990-91

Race/ ethnicity	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	23,881	1,564	--	6,428	11,324	2,750	1,624
White	22,366	1,466	--	5,959	10,710	2,609	1,473
Black, Non-hispanic	642	--	--	--	283	--	--
Hispanic	607	--	--	--	--	--	--
Other	265	--	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-55.--Unweighted number of private school administrators, by annual salary and by race/ethnicity: 1990-91

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	2,757	2,577	83	62	35
Unpaid	158	144	9	4	+ +
Less than $10,000	109	99	6	+ +	+ +
$10,000 - $14,999	202	192	3	5	+ +
$15,000 - $19,999	231	216	8	6	+ +
$20,000 - $24,999	325	308	6	7	4
$25,000 - $29,999	338	318	12	4	4
$30,000 - $34,999	337	306	12	15	4
$35,000 - $39,999	220	201	9	7	3
$40,000 - $49,999	316	294	8	6	8
$50,000 - $59,999	195	185	4	4	+ +
$60,000 - $74,999	208	199	4	+ +	3
$75,000 - $99,999	89	86	+ +	0	+ +
$100,000 or more	29	29	0	0	0

+ +Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-56.--Weighted number of private school administrators, by annual salary and by race/ethnicity: 1990-91

Annual salary	Total	White	Black, Non-hispanic	Hispanic	Other
Total	23,881	22,366	642	607	265
Unpaid	2,374	2,250	--	--	--
Less than $10,000	1,418	1,298	--	--	--
$10,000 - $14,999	2,546	2,411	--	--	--
$15,000 - $19,999	2,550	2,420	--	--	--
$20,000 - $24,999	3,264	3,107	--	--	--
$25,000 - $29,999	3,378	3,170	--	--	--
$30,000 - $34,999	2,876	2,589	--	--	--
$35,000 - $39,999	1,646	1,509	--	--	--
$40,000 - $49,999	1,726	1,618	--	--	--
$50,000 - $59,999	894	845	--	--	--
$60,000 - $74,999	796	762	--	--	--
$75,000 - $99,999	291	266	--	0	--
$100,000 or more	--	--	0	0	0

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-57.--Unweighted number of private school administrators, by years as a principal and by race/ethnicity: 1990-91

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,757	960	647	549	601
White	2,577	891	596	513	577
Black, Non-hispanic	10	36	22	15	10
Hispanic	6	26	18	12	6
Other	8	7	11	9	8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-58.--Weighted number of private school administrators, by years as a principal and by race/ethnicity: 1990-91

Race/ethnicity	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	23,881	9,186	5,405	4,532	4,757
White	22,366	8,633	5,000	4,189	4,544
Black, Non-hispanic	--	262	--	--	--
Hispanic	--	--	--	--	--
Other	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-59.--Unweighted number of private school administrators, by age and by race/ethnicity: 1990-91

Race/ ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,757	559	605	547	407	639
White	2,577	517	565	511	389	595
Black, Non-hispanic	83	17	19	16	5	26
Hispanic	62	20	13	14	8	7
Other	35	5	8	6	5	11

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-60.--Weighted number of private school administrators, by age and by race/ethnicity: 1990-91

Race/ ethnicity	Total	Under 40	40-44	45-49	50-54	55 and over
Total	23,881	5,328	4,852	4,662	3,405	5,633
White	22,366	4,980	4,500	4,354	3,245	5,287
Black, Non-hispanic	642	--	--	--	--	--
Hispanic	607	--	--	--	--	--
Other	265	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-61.--Unweighted number of private school administrators, by annual salary and by highest degree earned: 1990-91

Annual salary	Total	No Degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	2,757	97	20	632	1,389	337	282
Unpaid	158	31	4	44	48	23	8
Less than $10,000	109	11	3	32	42	17	4
$10,000 - $14,999	202	11	++	53	103	23	10
$15,000 - $19,999	231	11	++	92	105	15	6
$20,000 - $24,999	325	13	++	146	122	32	10
$25,000 - $29,999	338	6	6	91	184	34	17
$30,000 - $34,999	337	3	0	68	206	39	21
$35,000 - $39,999	220	++	0	33	129	32	25
$40,000 - $49,999	316	5	++	28	171	61	50
$50,000 - $59,999	195	++	0	10	118	29	36
$60,000 - $74,999	208	3	0	29	95	26	55
$75,000 - $99,999	89	0	0	4	51	4	30
$100,000 or more	29	0	0	++	15	++	10

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-62.--Weighted number of private school administrators, by annual salary and by highest degree earned: 1990-91

Annual salary	Total	No degree	Associates	Bachelors	Masters	Education Specialist	Doctorate*
Total	23,881	1,564	--	6,428	11,324	2,750	1,624
Unpaid	2,374	753	--	725	575	--	--
Less than $10,000	1,418	--	--	410	505	--	--
$10,000 - $14,999	2,546	--	--	813	1,247	--	--
$15,000 - $19,999	2,550	--	--	979	1,079	--	--
$20,000 - $24,999	3,264	--	--	1,471	1,249	341	--
$25,000 - $29,999	3,378	--	--	805	1,958	355	--
$30,000 - $34,999	2,876	--	0	614	1,669	353	--
$35,000 - $39,999	1,,646	--	0	220	968	278	--
$40,000 - $49,999	1,726	--	--	--	937	345	264
$50,000 - $59,999	894	--	0	--	566	--	145
$60,000 - $74,999	796	--	0	--	366	--	182
$75,000 - $99,999	291	0	0	--	157	--	115
$100,000 or more	--	0	0	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-63.--Unweighted number of private school administrators, by years as a principal and by highest degree: 1990-91

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,757	960	647	549	601
No degree	97	55	22	11	9
Associates	20	6	8	5	++
Bachelors	632	297	133	106	96
Masters	1,389	431	336	293	329
Education Specialist	337	91	85	79	82
Doctorate*	282	80	63	55	84

*Includes a very small number of law and medicine degree recipients.
++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-64.--Weighted number of private school administrators, by years as a principal and by highest degree: 1990-91

Highest degree earned	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	23,881	9,186	5,405	4,532	4,757
No degree	1,564	1,000	--	--	--
Associates	--	--	--	--	--
Bachelors	6,428	3,201	1,439	1,044	744
Masters	11,324	3,574	2,564	2,326	2,860
Education Specialist	2,750	782	730	599	639
Doctorate*	1,624	573	278	359	413

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-65.--Unweighted number of private school administrators, by age and by highest degree earned: 1990-91

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	2,757	559	605	547	407	639
No degree	97	36	14	16	11	20
Associates	20	5	4	3	3	5
Bachelors	632	212	141	109	69	101
Masters	1,389	231	318	284	218	338
Education Specialist	337	46	67	64	62	98
Doctorate*	282	29	61	71	44	77

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-66.--Weighted number of private school administrators, by age and by highest degree earned: 1990-91

Highest degree earned	Total	Under 40	40-44	45-49	50-54	55 and over
Total	23,880	5,328	4,852	4,662	3,405	5,633
No dDegree	1,564	708	--	--	--	--
Associates	--	--	--	--	--	--
Bachelors	6,428	2,217	1,325	1,096	863	926
Masters	11,324	1,773	2,504	2,359	1,684	3,004
Education Specialist	2,750	344	525	541	485	854
Doctorate*	1,624	--	306	342	217	531

--Too few sample cases (fewer than 30) for a reliable estimate.
*Includes a very small number of law and medicine degree recipients.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-67.--Unweighted number of private school administrators, by years as a principal and by annual salary: 1990-91

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	2,757	960	647	549	601
Unpaid	158	65	33	26	34
Less than $10,000	109	44	30	17	18
$10,000-$14,999	202	60	44	35	63
$15,000-$19,999	231	93	56	42	40
$20,000-$24,999	325	149	64	60	52
$25,000-$29,999	338	142	76	50	70
$30,000-$34,999	337	122	71	71	73
$35,000-$39,999	220	78	48	49	45
$40,000-$49,999	316	93	97	63	63
$50,000-$59,999	195	51	54	52	38
$60,000-$74,999	208	42	52	50	64
$75,000-$99,999	89	18	15	28	28
$100,000 or more	29	3	7	6	13

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-68.--Weighted number of private school administrators, by years as a principal and by annual salary: 1990-91

Annual salary	Total	0-4 years	5-9 years	10-14 years	15 or more years
Total	23,881	9,186	5,405	4,532	4,757
Unpaid	2,375	1,058	522	--	436
Less than $10,000	1,418	516	398	--	--
$10,000-$14,999	2,546	755	532	435	824
$15,000-$19,999	2,550	939	728	476	407
$20,000-$24,999	3,264	1,637	596	581	450
$25,000-$29,999	3,378	1,482	778	499	620
$30,000-$34,999	2,876	1,192	531	609	545
$35,000-$39,999	1,646	630	271	430	314
$40,000-$49,999	1,727	488	498	371	370
$50,000-$59,999	894	223	254	214	203
$60,000-$74,999	796	171	202	170	254
$75,000-$99,999	291	--	--	--	--
$100,000 or more	--	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-69.--Unweighted number of private school administrators, by age and by annual salary: 1990-91

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	2,757	559	605	547	407	639
Unpaid	158	25	28	33	30	42
Less than $10,000	109	25	16	18	15	35
$10,000-$14,999	202	31	39	22	35	75
$15,000-$19,999	231	61	49	46	32	43
$20,000-$24,999	325	95	76	58	31	65
$25,000-$29,999	338	92	76	67	37	66
$30,000-$34,999	337	75	85	61	45	71
$35,000-$39,999	220	45	50	51	24	50
$40,000-$49,999	316	56	82	64	50	64
$50,000-$59,999	195	25	44	46	34	46
$60,000-$74,999	208	24	44	56	39	45
$75,000-$99,999	89	5	14	19	27	24
$100,000 or more	29	0	++	6	8	13

++Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table E-70.--Weighted number of private school administrators, by age and by annual salary: 1990-91

Annual salary	Total	Under 40	40-44	45-49	50-54	55 or over
Total	23,881	5,328	4,852	4,662	3,405	5,633
Unpaid	2,375	--	--	498	580	582
Less than $10,000	1,418	--	--	--	--	435
$10,000-$14,999	2,546	410	521	--	428	894
$15,000-$19,999	2,550	602	494	536	416	502
$20,000-$24,999	3,264	929	728	667	324	616
$25,000-$29,999	3,378	955	808	598	363	654
$30,000-$34,999	2,876	687	735	501	326	626
$35,000-$39,999	1,646	361	302	432	--	398
$40,000-$49,999	1,727	319	433	398	255	322
$50,000-$59,999	894	--	192	237	142	215
$60,000-$74,999	796	--	133	228	105	231
$75,000-$99,999	291	--	--	--	--	--
$100,000 or more	--	0	--	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Public School Survey

Selected Unweighted and Weighted Tables

Table E-71.--Unweighted number of public K-12 teachers by level: 1990-91

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	343,072	126,593	189,328	27,151
Number of full-time K-12 teachers	313,865	112,118	176,366	25,381
Number of part-time K-12 teachers	29,207	14,475	12,962	1,770
Number of K-12 teachers new to school this year	35,389	15,233	17,254	2,902
Number of K-12 left this school	26,736	10,648	13,929	2,159
Teaching vacancies this school, this year	10,653	5,280	4,328	1,025
Teaching vacancies unfilled this year	13,425	6,451	5,745	1,229

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-72.--Weighted number of public K-12 teachers by level: 1990-91

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	2,559,488	1,545,080	905,027	109,380
Number of full-time K-12 teachers	2,297,682	1,357,653	838,947	101,082
Number of part-time K-12 teachers	261,805	187,427	66,080	8,298
Number of K-12 teachers new to school this year	277,739	179,741	85,273	12,724
Number of K-12 left this school	199,693	123,526	67,032	9,136
Teaching vacancies this school, this year	97,983	69,722	23,381	4,879
Teaching vacancies unfilled this year	113,830	78,969	29,377	5,484

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-73.--Unweighted number of public schools, students, and K-12 teachers, by state: 1990-91

State	Schools	Students	Total number K-12 teachers
50 States and D.C.	8,969	5,205,952	343,072
Alabama	216	149,092	8,394
Alaska	143	49,990	3,018
Arizona	193	158,631	8,714
Arkansas	160	70,299	4,730
California	296	247,943	11,531
Colorado	179	98,045	6,419
Connecticut	150	91,789	7,880
Delaware	67	43,551	2,758
District of Columbia	60	28,425	2,270
Florida	241	219,713	13,568
Georgia	182	151,240	9,326
Hawaii	91	75,937	4,584
Idaho	156	76,838	4,344
Illinois	240	129,709	9,461
Indiana	189	111,697	7,436
Iowa	177	64,723	5,064
Kansas	157	64,592	4,894
Kentucky	178	103,304	6,544
Louisiana	201	115,456	7,456
Maine	139	55,895	4,459
Maryland	142	107,223	6,591
Massachusetts	159	106,001	8,696
Michigan	204	114,438	6,834
Minnesota	193	109,036	7,290
Mississippi	219	135,246	8,051
Missouri	203	90,004	6,432
Montana	159	50,903	3,686
Nebraska	159	53,749	4,069
Nevada	113	84,506	4,492
New Hampshire	109	47,473	3,784
New Jersey	169	111,054	10,045
New Mexico	137	89,530	5,366
New York	243	168,342	13,901
North Carolina	176	118,804	7,910
North Dakota	193	51,288	3,759
Ohio	196	118,885	7,974
Oklahoma	262	94,006	6,742
Oregon	166	87,582	5,329
Pennsylvania	223	149,007	10,490
Rhode Island	102	55,231	7,643
South Carolina	175	123,853	7,643
South Dakota	186	50,846	3,786
Tennessee	190	119,783	6,966
Texas	404	259,025	17,196
Utah	174	137,466	6,121
Vermont	103	35,234	2,898
Virginia	180	125,770	8,905
Washington	171	104,431	5,558
West Virginia	162	72,491	5,019
Wisconsin	159	82,082	6,323
Wyoming	123	45,794	3,470

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-74.--Weighted number of public schools, students, and K-12 teachers, by state: 1990-91

State	Schools	Students	Total number K-12 teachers
50 States and D.C.	79,885	39,781,977	2, 559,488
Alabama	1,243	685,884	41,921
Alaska	425	108,782	6,968
Arizona	992	586,962	32,166
Arkansas	1,074	414,266	28,340
California	7,193	4,773,334	214,477
Colorado	1,304	564,474	36,586
Connecticut	933	449,898	36,401
Delaware	161	95,986	6,032
District of Columbia	170	76,600	6,214
Florida	2,268	1,754,293	107,641
Georgia	1,650	1,100,107	68,637
Hawaii	231	176,007	10,606
Idaho	545	214,484	12,129
Illinois	3,949	1,778,969	124,564
Indiana	1,856	887,545	58,506
Iowa	1,530	473,974	37,075
Kansas	1,442	451,682	34,456
Kentucky	1,323	614,584	39,558
Louisiana	1,449	723,134	46,627
Maine	738	217,584	17,206
Maryland	1,128	673,267	40,916
Massachusetts	1,775	800,749	63,858
Michigan	3,110	1,406,623	83,653
Minnesota	1,434	717,801	48,018
Mississippi	913	502,678	29,368
Missouri	2,063	807,094	56,974
Montana	739	156,516	11,346
Nebraska	1,455	258,717	20,419
Nevada	313	197,298	10,667
New Hampshire	417	146,043	11,546
New Jersey	2,224	1,090,979	93,698
New Mexico	626	291,277	18,028
New York	3,889	2,337,940	175,834
North Carolina	1,917	1,063,781	70,766
North Dakota	647	116,386	8,962
Ohio	3,623	1,709,376	109,418
Oklahoma	1,730	571,606	39,635
Oregon	1,164	457,556	27,867
Pennsylvania	3,205	1,712,039	115,428
Rhode Island	294	145,593	11,453
South Carolina	1,085	642,025	40,823
South Dakota	732	147,778	11,335
Tennessee	1,485	782,745	45,913
Texas	5,651	3,314,993	216,404
Utah	718	436,814	19,306
Vermont	331	90,490	7,576
Virginia	1,737	932,766	64,437
Washington	1,772	896,274	47,588
West Virginia	1,007	334,231	23,689
Wisconsin	1,848	790,332	60,554
Wyoming	376	101,660	7,896

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-75.--Unweighted number of public schools offering a particular program or service, by state: 1990-91

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	8,925	1,481	3,405	7,042	5,588	8,003	6,505	2,975	7,187	1,403
Alabama	216	9	17	158	116	204	147	114	161	30
Alaska	141	95	77	102	86	124	124	57	128	20
Arizona	193	66	143	153	113	165	168	51	151	45
Arkansas	159	5	11	133	104	146	156	48	102	12
California	292	158	217	205	180	237	209	83	242	75
Colorado	179	40	93	133	99	148	127	60	156	23
Connecticut	150	29	92	141	120	136	111	40	144	31
Delaware	67	12	35	61	45	63	56	18	62	15
District of Columbia	60	11	18	54	46	51	54	4	45	36
Florida	241	73	122	168	160	226	172	70	197	78
Georgia	182	12	69	165	162	173	158	74	145	35
Hawaii	91	32	82	60	31	84	87	18	78	73
Idaho	156	33	67	135	128	146	101	47	140	9
Illinois	240	44	63	190	137	206	160	114	201	32
Indiana	188	19	47	138	98	165	128	73	154	30
Iowa	174	5	44	131	89	152	157	51	135	14
Kansas	155	14	45	95	75	140	142	37	119	12
Kentucky	176	4	19	143	96	161	126	71	128	57
Louisiana	197	22	45	115	105	180	135	62	152	26
Maine	139	8	52	109	89	133	122	50	118	13
Maryland	142	16	66	113	89	116	112	49	117	29
Massachusetts	159	42	84	138	101	129	57	30	138	24
Michigan	204	44	55	162	132	185	131	75	162	35
Minnesota	193	16	92	154	137	181	137	56	160	34
Mississippi	219	19	23	165	145	196	148	104	137	25
Missouri	203	6	40	126	84	184	93	77	157	27
Montana	150	9	16	127	105	132	55	52	125	6
Nebraska	156	8	27	113	94	138	97	48	135	10
Nevada	112	19	63	83	46	105	74	22	92	37
New Hampshire	109	9	70	86	52	105	49	28	100	20

Table E-75.--Unweighted number of public schools offering a particular program or service, by state: 1990-91 (continued)

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
New Jersey	169	39	119	155	153	147	129	53	146	31
New Mexico	136	67	86	101	72	121	109	33	121	22
New York	243	58	132	234	222	229	180	94	208	38
North Carolina	176	18	31	140	109	167	155	59	126	63
North Dakota	189	7	29	136	102	157	49	66	159	6
Ohio	196	15	46	167	76	187	119	79	154	20
Oklahoma	262	34	33	190	108	225	235	73	173	19
Oregon	166	28	92	144	127	150	114	56	148	26
Pennsylvania	223	19	88	191	161	190	190	81	166	29
Rhode Island	102	18	76	89	48	91	62	16	96	8
South Carolina	175	18	42	165	166	165	143	82	125	17
South Dakota	185	9	28	137	134	155	165	46	134	6
Tennessee	189	12	39	136	130	177	141	78	147	37
Texas	404	122	302	327	232	360	359	142	343	50
Utah	173	39	58	150	135	150	102	54	146	19
Vermont	103	4	27	92	69	95	45	15	87	12
Virginia	180	10	80	145	114	173	162	77	133	23
Washington	170	48	104	153	141	153	117	58	137	26
West Virginia	161	5	17	115	86	142	141	54	119	12
Wisconsin	159	17	48	119	79	148	129	51	134	14
Wyoming	121	15	34	100	60	110	66	25	104	12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-76.--Weighted number of public schools offering a particular program or service, by state: 1990-91

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	79,389	15,022	32,570	64,472	48,180	68,466	59,817	14,783	64,198	16,353
Alabama	1,243	--	--	924	671	1,156	788	345	914	253
Alaska	416	272	208	295	251	367	347	194	380	--
Arizona	992	375	725	750	505	778	822	132	753	277
Arkansas	1,071	--	--	905	709	987	1,050	274	690	--
California	7,050	3,810	5,384	5,130	4,156	5,504	5,198	1,150	5,769	2,323
Colorado	1,304	307	725	914	591	1,056	1,009	217	1,123	--
Connecticut	933	--	524	888	715	821	716	112	882	249
Delaware	161	--	89	152	105	151	138	--	150	--
District of Columbia	170	--	--	152	131	144	153	--	125	98
Florida	2,269	730	1,157	1,593	1,360	2,126	1,654	373	1,849	939
Georgia	1,650	--	660	1,462	1,448	1,525	1,418	321	1,322	480
Hawaii	231	80	204	151	77	208	221	--	201	185
Idaho	545	104	201	475	454	503	362	113	485	--
Illinois	3,949	652	976	3,286	2,153	3,319	3,185	860	3,242	682
Indiana	1,854	--	463	1,439	980	1,463	1,280	359	1,546	360
Iowa	1,506	--	397	1,217	755	1,215	1,386	250	1,111	--
Kansas	1,416	--	352	947	656	1,241	1,264	200	1,073	--
Kentucky	1,306	--	--	1,153	756	1,149	960	258	933	491
Louisiana	1,435	--	301	899	782	1,297	976	263	1,152	--
Maine	738	--	236	587	479	707	642	134	629	--
Maryland	1,128	--	496	955	629	888	916	164	898	--
Massachusetts	1,775	425	870	1,544	1,027	1,289	585	112	1,555	--
Michigan	3,110	685	815	2,521	1,829	2,693	2,048	553	2,614	826
Minnesota	1,434	--	667	1,155	1,032	1,299	1,029	321	1,186	309
Mississippi	913	--	--	664	587	813	616	299	567	--
Missouri	2,063	--	404	1,483	915	1,845	1,074	506	1,625	--
Montana	676	--	--	574	466	575	258	132	565	--
Nebraska	1,378	--	--	1,065	909	1,064	702	229	1,184	--
Nevada	304	--	162	226	127	276	193	--	247	96
New Hampshire	417	--	258	338	201	396	178	--	380	--

Table E-76.--Weighted number of public schools offering a particular program or service, by state: 1990-91 (continued)

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
New Jersey	2,224	508	1,505	2,093	2,060	1,880	1,800	305	1,922	547
New Mexico	621	309	352	476	321	528	469	95	551	--
New York	3,889	857	2,396	3,777	3,524	3,533	2,966	684	3,509	1,023
North Carolina	1,917	--	366	1,517	949	1,830	1,728	315	1,408	799
North Dakota	632	--	--	432	319	487	135	191	539	--
Ohio	3,623	--	857	3,148	1,109	3,377	2,370	625	2,841	--
Oklahoma	1,730	192	246	1,246	639	1,389	1,518	390	1,157	--
Oregon	1,164	--	629	1,004	823	1,022	795	196	1,053	--
Pennsylvania	3,205	--	1,219	2,931	2,377	2,533	2,932	592	2,330	--
Rhode Island	294	--	216	256	131	256	174	--	273	--
South Carolina	1,085	--	242	1,033	1,028	1,031	932	260	767	--
South Dakota	711	--	--	550	544	589	624	102	533	--
Tennessee	1,477	--	276	1,076	999	1,399	1,219	313	1,150	378
Texas	5,651	1,905	4,338	4,549	3,010	4,979	5,139	1,147	4,879	839
Utah	710	150	196	602	524	607	396	154	604	--
Vermont	331	--	--	300	225	301	138	--	275	--
Virginia	1,737	--	699	1,521	1,157	1,585	1,641	347	1,291	--
Washington	1,748	487	1,056	1,628	1,423	1,519	1,165	357	1,413	--
West Virginia	991	--	--	740	574	805	841	172	732	--
Wisconsin	1,848	--	574	1,469	820	1,641	1,480	329	1,516	--
Wyoming	365	--	75	282	170	317	185	--	305	--

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-77.--Unweighted number of public school students participating in a particular program or service, by state: 1990-91

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	5,252,508	101,202	130,333	478,597	343,670	396,432	364,986	517,430	437,444	77,961
Alabama	149,346	95	307	13,940	7,652	12,501	5,982	13,201	9,209	1,036
Alaska	50,154	4,857	2,229	3,564	2,314	3,591	2,407	3,586	5,735	702
Arizona	159,165	3,424	10,997	14,472	8,438	10,452	14,448	13,792	8,932	2,366
Arkansas	70,530	65	53	8,130	5,279	4,992	7,652	5,099	3,967	605
California	250,451	21,757	30,824	26,837	24,226	14,945	18,324	28,677	30,757	5,453
Colorado	99,623	1,666	2,060	5,821	4,009	5,746	8,282	6,652	6,612	883
Connecticut	92,340	1,927	3,210	7,759	5,331	6,686	4,443	7,401	7,061	2,057
Delaware	43,707	145	256	4,812	3,389	4,330	3,100	3,281	4,509	694
District of Columbia	29,106	1,443	1,432	4,686	3,906	1,996	2,863	1,008	2,502	2,431
Florida	222,005	4,784	10,374	18,682	16,233	21,454	10,364	19,624	22,285	7,183
Georgia	151,595	57	693	13,144	11,242	9,890	7,795	15,930	7,703	1,552
Hawaii	75,991	1,624	3,592	6,141	2,948	4,305	4,801	5,723	4,320	9,731
Idaho	77,233	389	778	5,619	4,073	3,562	2,609	6,926	8,621	211
Illinois	133,837	3,473	2,394	14,871	11,574	12,756	10,458	21,586	18,983	2,527
Indiana	113,400	689	381	7,959	4,795	7,763	7,910	9,923	7,057	700
Iowa	65,266	262	1,041	4,127	2,736	5,121	4,187	3,955	6,601	273
Kansas	64,740	571	507	3,107	1,974	3,484	3,682	2,063	5,275	415
Kentucky	103,702	143	978	10,431	5,960	7,358	7,001	9,697	5,765	3,087
Louisiana	117,777	1,207	761	9,035	7,984	7,379	2,966	8,058	10,758	1,571
Maine	56,134	180	399	3,595	2,424	4,930	2,878	3,530	3,622	403
Maryland	107,747	134	1,125	9,404	7,718	8,103	10,046	8,188	9,141	1,284
Massachusetts	106,757	4,868	3,472	10,366	5,691	8,894	5,934	9,569	11,565	1,323
Michigan	115,923	1,125	639	9,463	5,960	8,207	8,901	10,382	8,401	1,296
Minnesota	109,400	603	2,156	8,140	6,801	7,370	8,362	5,367	8,089	1,292
Mississippi	136,254	485	67	18,465	14,777	10,358	6,769	13,378	7,284	1,049
Missouri	91,255	220	812	7,046	3,558	8,389	2,877	6,332	8,212	1,745
Montana	51,178	499	343	3,473	2,235	2,556	1,911	5,527	5,014	169
Nebraska	53,911	34	156	3,123	2,250	4,223	6,609	5,072	3,476	365
Nevada	84,535	469	2,764	6,241	3,761	5,332	4,957	7,832	6,580	1,709
New Hampshire	47,758	0	241	3,036	1,541	4,162	5,068	3,481	6,518	476

Table E-77.--Unweighted number of public school students participating in a particular program or service, by state: 1990-91 (continued)

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
New Jersey	113,443	5,275	4,554	13,651	13,895	10,709	12,551	7,991	11,645	2,347
New Mexico	89764	15,605	6,763	8,640	5,617	6,444	3,519	6,912	6,026	1,812
New York	175,089	6,921	8,026	22,313	18,011	17,639	17,840	9,855	23,178	3,049
North Carolina	119,376	938	205	9,121	6,345	8,848	8,852	18,669	7,318	2,645
North Dakota	51,687	583	786	3,785	2,193	4,699	1,868	4,202	4,484	203
Ohio	119,233	477	841	10,188	5,154	8,176	6,190	22,801	9,620	909
Oklahoma	94,194	1,460	1,807	8,503	3,754	7,040	6,790	4,667	6,009	708
Oregon	87,759	362	1,766	6,721	4,546	5,793	6,202	9,851	6,676	759
Pennsylvania	151,060	267	1,564	14,165	11,278	12,778	9,856	18,998	14,046	807
Rhode Island	56,137	864	1,948	4,812	2,120	4,864	3,121	2,953	4,683	196
South Carolina	125,406	63	184	18,071	17,228	10,773	9,569	24,484	7,772	710
South Dakota	51,060	25	124	4,324	3,217	3,242	3,390	4,281	3,015	50
Tennessee	120,872	484	341	10,794	9,366	9,030	4,756	19,042	10,297	1,348
Texas	259,990	6,427	9,655	28,546	17,742	20,692	22,378	25,161	20,612	2,697
Utah	138,067	845	1,502	10,083	9,101	6,792	18,294	18,842	8,827	1,495
Vermont	35,289	26	75	2,866	1,228	3,179	3,141	621	2,892	394
Virginia	127,244	1	2,103	10,800	7,441	10,959	11,105	21,404	8,441	1,217
Washington	104,691	1,419	1,908	7,569	5,341	6,047	6,556	11,572	8,796	729
West Virginia	72,918	270	171	6,813	4,051	7,287	2,564	9,812	6,792	657
Wisconsin	82,598	962	848	7,648	3,867	6,614	8,531	8,254	7,652	450
Wyoming	45,811	733	121	3,695	1,396	3,992	4,327	2,218	4,109	191

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-78.--Weighted number of public school students participating in a particular program or service, by state: 1990-91

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	40,092,285	1,123,920	1,351,574	4,337,617	2,863,316	2,833,521	2,749,853	2,317,402	3,533,611	882,835
Alabama	688,940	–	–	89,261	51,272	57,294	26,683	39,508	51,698	9,041
Alaska	109,098	12,332	5,734	8,836	5,332	8,028	5,253	7,932	12,772	--
Arizona	590,352	14,929	46,920	59,719	31,186	37,125	45,919	29,284	35,164	13,836
Arkansas	415,936	–	–	53,929	34,358	29,215	47,261	23,157	24,717	--
California	4,795,800	489,079	605,300	606,765	505,396	225,434	310,096	331,904	567,488	178,109
Colorado	575,790	12,400	9,112	39,887	19,874	32,479	55,436	18,880	42,457	--
Connecticut	453,562	–	12,451	42,073	25,922	30,273	22,067	20,877	34,203	16,806
Delaware	96,375	–	587	11,581	7,551	9,342	6,733	--	10,030	--
District of Columbia	78,323	–	–	12,775	10,549	5,186	7,889	--	6,222	6,559
Florida	1,766,890	46,549	90,406	161,266	124,284	173,857	78,459	95,522	215,904	74,273
Georgia	1,102,591	–	6,243	111,907	93,315	75,096	53,266	66,358	69,563	18,644
Hawaii	176,123	3,597	8,371	14,283	6,190	10,190	11,819	--	10,016	22,788
Idaho	215,650	1,149	2,466	17,136	12,275	10,640	7,286	12,598	21,880	--
Illinois	1,804,145	57,537	33,276	199,758	131,230	131,688	149,736	132,881	165,784	51,859
Indiana	894,518	–	3,572	78,182	40,534	56,346	58,562	37,746	58,037	8,350
Iowa	478,941	–	10,045	39,548	21,233	33,181	32,013	16,924	38,749	--
Kansas	453,170	–	3,522	27,489	13,847	23,621	19,844	8,899	38,612	--
Kentucky	617,621	–	–	77,903	41,827	43,511	44,380	32,172	39,922	24,357
Louisiana	736,937	–	4,485	71,393	54,108	44,075	18,741	31,571	82,437	--
Maine	218,593	–	1,331	17,772	11,592	20,883	11,053	10,056	16,869	--
Maryland	675,491	–	6,165	76,244	56,814	51,510	60,365	24,692	61,888	--
Massachusetts	809,336	35,936	22,020	94,815	41,381	67,947	34,962	31,439	102,074	–
Michigan	1,418,907	13,386	12,718	147,381	84,122	87,854	120,962	70,313	87,303	30,309
Minnesota	719,581	–	15,677	55,649	44,919	47,217	56,343	26,245	55,049	12,278
Mississippi	506,405	–	–	76,481	62,164	36,073	23,798	40,283	27,139	–
Missouri	818,191	–	10,108	78,662	36,246	72,339	23,231	30,598	75,854	--
Montana	157,530	–	–	10,956	6,581	8,236	5,272	9,001	12,127	--
Nebraska	259,974	–	–	17,350	11,160	20,636	24,652	14,037	17,315	--
Nevada	197,376	–	6,388	14,894	8,210	12,337	10,946	--	15,402	4,042
New Hampshire	147,023	–	639	10,792	4,884	12,863	17,605	--	19,444	--

Table E-78.--Weighted number of public school students participating in a particular program or service, by state: 1990-91 (continued)

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
New Jersey	1,112,616	36,699	43,112	138,493	130,060	88,230	107,999	42,111	120,712	24,771
New Mexico	292,482	54,386	23,197	37,467	21,150	19,782	11,482	12,438	23,724	--
New York	2,384,600	108,149	119,631	314,904	222,724	193,131	206,757	75,513	243,294	82,619
North Carolina	1,069,590	--	2,255	105,691	57,750	87,870	83,940	94,418	71,409	33,776
North Dakota	118,755	--	--	9,831	5,681	14,403	3,551	7,430	14,276	--
Ohio	1,716,955	--	14,965	153,481	47,142	115,881	77,654	104,439	130,292	--
Oklahoma	574,517	6,776	10,110	55,861	23,406	40,480	41,965	18,803	37,765	--
Oregon	459,095	--	9,178	43,137	24,797	32,702	28,279	27,701	35,254	--
Pennsylvania	1,721,896	--	14,183	174,642	105,509	107,096	101,062	96,844	126,850	--
Rhode Island	147,993	--	5,553	12,870	5,658	12,546	7,549	--	12,290	--
South Carolina	649,513	--	1,030	96,406	88,708	62,248	51,912	71,256	38,825	--
South Dakota	148,722	--	--	14,936	12,387	9,948	10,106	6,635	9,436	--
Tennessee	789,303	--	1,546	86,473	72,569	62,806	30,716	73,074	85,990	12,593
Texas	3,323,322	115,725	127,819	403,258	239,115	252,758	300,243	197,953	265,831	47,246
Utah	438,732	2,233	4,008	38,016	32,647	22,276	53,810	36,590	31,004	--
Vermont	90,632	--	--	7,767	3,283	8,190	8,302	--	7,824	--
Virginia	942,699	--	10,900	106,140	64,447	81,067	71,087	88,599	68,044	--
Washington	897,858	13,155	15,707	83,134	50,842	48,590	49,880	66,651	73,306	--
West Virginia	336,573	--	--	38,254	23,370	30,393	10,358	29,876	31,318	--
Wisconsin	795,561	--	8,484	82,919	30,354	60,348	92,513	47,543	80,718	--
Wyoming	101,704	--	264	9,252	3,363	8,300	10,055	--	9,330	--

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-79.--Unweighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91

State	Chapter 1 Services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	5,458	535,877	8,675	1,478,110
Alabama	149	21,117	214	59,182
Alaska	69	3,771	122	9,259
Arizona	119	14,331	166	44,706
Arkansas	131	10,485	158	25,680
California	155	51,801	283	80,400
Colorado	86	6,585	172	20,277
Connecticut	101	6,603	141	15,910
Delaware	41	4,504	66	10,125
District of Columbia	42	4,893	59	15,179
Florida	115	19,149	236	71,647
Georgia	104	15,794	182	45,423
Hawaii	36	5,890	91	21,824
Idaho	110	5,068	154	18,914
Illinois	152	13,925	223	39,170
Indiana	105	8,987	185	22,983
Iowa	99	3,360	173	13,861
Kansas	76	2,507	157	14,766
Kentucky	124	14,151	176	34,373
Louisiana	111	12,049	191	52,293
Maine	92	4,915	137	13,190
Maryland	49	8,005	138	22,627
Massachusetts	92	9,198	158	20,084
Michigan	128	11,247	200	23,133
Minnesota	123	9,572	192	24,355
Mississippi	170	28,102	217	70,436
Missouri	109	6,775	195	23,930
Montana	126	4,076	150	13,527
Nebraska	88	2,312	146	12,875
Nevada	41	3,448	102	14,199
New Hampshire	89	3,997	107	6,014
New Jersey	120	18,534	160	26,000
New Mexico	93	8,558	135	36,587
New York	193	25,283	227	57,541
North Carolina	100	9,092	175	34,554
North Dakota	157	5,147	189	15,270

Table E-79.--Unweighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91 (continued)

State	Chapter 1 services		Free or reduced-Price lunch	
	Schools	Students	Schools	Students
Ohio	108	6,986	189	23,979
Oklahoma	195	10,408	255	40,144
Oregon	103	6,519	160	17,610
Pennsylvania	142	14,926	216	29,525
Rhode Island	61	4,933	102	12,643
South Carolina	78	13,717	167	40,602
South Dakota	131	6,680	184	16,128
Tennessee	96	13,737	187	33,232
Texas	241	28,821	397	97,421
Utah	83	10,376	170	28,512
Vermont	95	3,634	99	6,464
Virginia	76	6,279	171	24,541
Washington	107	7,277	164	23,315
West Virginia	88	8,373	161	28,194
Wisconsin	98	6,538	155	15,720
Wyoming	61	3,442	121	9,786

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-80.--Weighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91

State	Chapter 1 Services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	53,092	5,393,447	77,313	12,703,441
Alabama	891	126,604	1,231	305,693
Alaska	216	8,860	350	22,900
Arizona	632	66,363	874	203,118
Arkansas	908	72,194	1,067	163,881
California	4,086	1,108,588	6,826	1,685,105
Colorado	661	36,394	1,264	133,597
Connecticut	667	39,067	885	88,622
Delaware	102	10,908	157	22,822
District of Columbia	121	13,676	167	40,390
Florida	1,301	230,215	2,221	685,576
Georgia	1,057	151,345	1,650	391,718
Hawaii	90	13,840	231	49,563
Idaho	407	17,816	526	61,041
Illinois	2,806	177,666	3,864	613,978
Indiana	1,248	100,588	1,843	211,097
Iowa	997	39,221	1,496	114,268
Kansas	824	25,798	1,442	114,723
Kentucky	1,048	110,570	1,316	227,837
Louisiana	922	106,577	1,382	360,467
Maine	590	28,674	732	60,021
Maryland	567	93,480	1,106	179,356
Massachusetts	1,176	83,450	1,769	180,225
Michigan	2,100	166,439	2,995	322,008
Minnesota	986	73,389	1,429	164,839
Mississippi	734	124,386	906	280,784
Missouri	1,291	81,833	1,999	241,197
Montana	544	14,064	649	50,880
Nebraska	911	16,452	1,167	63,645
Nevada	104	7,835	283	35,372
New Hampshire	361	14,772	405	20,535
New Jersey	1,668	177,634	2,123	266,759
New Mexico	466	38,751	614	137,995
New York	3,191	384,767	3,619	849,759
North Carolina	1,237	108,383	1,915	328,403
North Dakota	513	14,446	604	38,320

Table E-80.--Weighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91 (continued)

State	Chapter 1 services		Free or reduced-Price lunch	
	Schools	Students	Schools	Students
Ohio	2,456	144,847	3,557	405,090
Oklahoma	1,317	66,888	1,674	242,055
Oregon	787	42,259	1,107	108,591
Pennsylvania	2,412	212,938	3,145	396,656
Rhode Island	175	13,009	294	34,177
South Carolina	559	92,174	1,056	244,577
South Dakota	555	24,035	708	54,253
Tennessee	960	138,605	1,471	259,618
Texas	3,589	446,129	5,608	1,328,759
Utah	386	37,774	697	103,148
Vermont	308	9,759	313	17,234
Virginia	956	76,302	1,707	232,654
Washington	1,116	76,052	1,702	221,950
West Virginia	616	49,723	999	140,398
Wisconsin	1,300	70,013	1,808	172,631
Wyoming	177	7,895	357	25,155

NOTE: Details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-81.--Unweighted number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of 1989-90 seniors
50 States and D.C.	3,620	94	53
Alabama	126	94	47
Alaska	73	93	36
Arizona	63	90	48
Arkansas	58	96	49
California	116	86	51
Colorado	74	93	57
Connecticut	58	96	59
Delaware	20	86	50
District of Columbia	10	93	62
Florida	90	84	39
Georgia	79	96	49
Hawaii	19	95	50
Idaho	56	93	54
Illinois	116	92	49
Indiana	80	93	49
Iowa	72	97	63
Kansas	60	98	65
Kentucky	79	94	51
Louisiana	93	93	43
Maine	56	97	59
Maryland	63	96	54
Massachusetts	68	96	64
Michigan	94	90	53
Minnesota	82	96	62
Mississippi	114	93	60
Missouri	98	97	49
Montana	66	94	53
Nebraska	63	96	69
Nevada	29	93	44
New Hampshire	30	97	59
New Jersey	62	95	58
New Mexico	44	95	47
New York	119	92	65
North Carolina	65	94	62
North Dakota	85	97	68

Table E-81.--Unweighted number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91 (continued)

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of 1989-90 seniors
Ohio	95	92	43
Oklahoma	79	96	50
Oregon	67	93	55
Pennsylvania	96	96	50
Rhode Island	21	97	60
South Carolina	85	92	45
South Dakota	63	97	67
Tennessee	86	95	46
Texas	164	93	56
Utah	58	89	51
Vermont	22	97	60
Virginia	77	96	55
Washington	65	89	50
West Virginia	60	96	44
Wisconsin	64	95	57
Wyoming	38	97	61

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-82.--Weighted number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of 1989-90 seniors
50 States and D.C.	18,329	93	53
Alabama	388	92	46
Alaska	247	92	32
Arizona	153	91	49
Arkansas	330	97	48
California	1,571	90	46
Colorado	268	93	58
Connecticut	178	96	55
Delaware	--	+	+
District of Columbia	--	+	+
Florida	503	81	36
Georgia	340	96	47
Hawaii	--	+	+
Idaho	144	92	54
Illinois	890	94	54
Indiana	391	94	50
Iowa	387	97	62
Kansas	353	98	66
Kentucky	294	94	51
Louisiana	428	93	42
Maine	150	97	59
Maryland	210	96	55
Massachusetts	299	95	63
Michigan	695	90	50
Minnesota	467	96	62
Mississippi	325	92	60
Missouri	613	97	50
Montana	174	94	53
Nebraska	318	96	70
Nevada	--	+	+
New Hampshire	87	98	59
New Jersey	366	95	61
New Mexico	122	96	47
New York	872	94	67
North Carolina	357	91	62
North Dakota	253	98	66

Table E-82.--Weighted number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91 (continued)

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of 1989-90 seniors
Ohio	763	95	50
Oklahoma	415	96	48
Oregon	234	93	55
Pennsylvania	726	95	53
Rhode Island	--	+	+
South Carolina	273	92	45
South Dakota	156	97	70
Tennessee	343	94	46
Texas	1,292	93	55
Utah	172	79	46
Vermont	--	+	+
Virginia	342	95	54
Washington	420	88	50
West Virginia	200	96	45
Wisconsin	439	96	58
Wyoming	92	97	62

--Too few sample cases (fewer than 30) for a reliable estimate.
+Not applicable.
NOTE: Details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Private School Survey

Selected Unweighted and Weighted Tables

Table E-83.--Unweighted number of private K-12 teachers by level: 1990-91

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	55,049	18,879	14,840	21,330
Number of full-time K-12 teachers	44,108	14,288	12,225	17,595
Number of part-time K-12 teachers	10,941	4,591	2,615	3,735
Number of K-12 teachers new to school this year	7,595	2,856	1,889	2,850
Number of K-12 left this school	6,224	2,355	1,555	2,314
Teaching vacancies this school, this year	3,400	1,955	550	895
Teaching vacancies unfilled this year	3,433	1,763	706	964

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-84.--Weighted number of private K-12 teachers by level: 1990-91

	Total	Elementary	Secondary	Combined
Total number of K-12 teachers	356,286	167,805	73,156	115,325
Number of full-time K-12 teachers	291,169	135,504	61,086	94,579
Number of part-time K-12 teachers	65,117	32,301	12,070	20,746
Number of K-12 teachers new to school this year	53,720	27,335	9,035	17,351
Number of K-12 left this school	44,938	23,194	7,640	14,103
Teaching vacancies this school, this year	33,314	21,085	2,848	9,382
Teaching vacancies unfilled this year	29,940	18,556	3,816	7,568

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-85.--Unweighted number of private schools, students, and K-12 teachers by private school type: 1990-91

Private school type	Schools	Students	Total number K-12 teachers
Total	2,620	637,003	55,049
Catholic			
Parochial	352	98,305	5,542
Diocesan	198	91,393	5,264
Private order	112	53,897	3,925
Other religious			
Conservative Christian	292	54,041	4,004
Affiliated	815	169,127	15,198
Unaffiliated	238	44,999	4,501
Non-sectarian			
Regular	280	92,642	10,420
Special emphasis	205	27,561	3,835
Special education	128	5,038	2,360

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table E-86.--Weighted number of private schools, students, and K-12 teachers by private school type: 1990-91

Private school type	Schools	Students	Total number K-12 teachers
Total	24,690	4,667,596	356,286
Catholic			
Parochial	5,437	1,366,011	75,571
Diocesan	2,400	833,702	47,371
Private order	894	358,039	26,826
Other religious			
Conservative Christian	4,045	548,278	43,864
Affiliated	4,262	650,670	53,970
Unaffiliated	3,169	290,860	27,860
Non-sectarian			
Regular	1,950	442,182	46,990
Special emphasis	1,700	149,659	22,796
Special education	832	28,196	11,036

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Public School Teacher Survey

Selected Unweighted and Weighted Tables

Table E-87.--Unweighted number of elementary public school teachers, by employment status and teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	16,854	15,165	1,689
Itinerant	1,024	0	1,024
Long term substitute	75	64	11
Regular	15,755	15,101	654

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-88.--Weighted number of elementary public school teachers, by employment status and teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	1,330,630	1,206,026	124,604
Itinerant	80,860	0	80,860
Long term substitute	7,844	7,186	--
Regular	1,241,926	1,198,840	43,087

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-89.--Unweighted number of secondary public school teachers, by employment status and by teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	29,851	27,573	2,278
Itinerant	970	0	970
Long term substitute	78	70	8
Regular	28,803	27,503	1,300

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-90.--Weighted number of secondary public school teachers, by employment status and by teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	1,228,858	1,142,288	86,569
Itinerant	39,663	0	39,663
Long term substitute	4,682	4,375	--
Regular	1,184,513	1,137,913	46,600

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-91.--Unweighted number of all public school teachers, by employment status and by teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	46,705	42,738	3,967
Itinerant	1,994	0	1,994
Long term substitute	153	134	19
Regular	44,558	42,604	1,954

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-92.--Weighted number of all public school teachers, by employment status and by teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	2,559,488	2,348,315	211,173
Itinerant	120,523	0	120,523
Long term substitute	12,526	11,562	--
Regular	2,426,439	2,336,753	89,686

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-93.--Unweighted number of elementary public school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	16,854	528	618	1,139	806	13,763
Male	2,015	48	50	146	101	1,670
Female	14,839	480	568	993	705	12,093

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-94.--Weighted number of elementary public school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	1,330,630	11,127	17,035	119,454	49,799	1,133,215
Male	163,978	614	1,633	14,343	7,070	140,319
Female	1,166,652	10,513	15,402	105,111	42,730	992,896

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-95.--Unweighted number of secondary public school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	Amercian Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	29,851	501	494	1,805	820	26,231
Male	13,971	218	223	697	362	12,471
Female	15,880	283	271	1,108	458	13,760

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-96.--Weighted number of secondary public school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	1,228,858	8,943	9,731	92,186	37,117	1,080,882
Male	555,475	3,747	4,411	35,395	16,251	495,671
Female	673,383	5,195	5,320	56,791	20,866	585,211

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-97.--Unweighted number of all public school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	46,705	1,029	1,112	2,944	1,626	39,994
Male	15,986	266	273	843	463	14,141
Female	30,719	763	839	2,101	1,163	25,853

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-98.--Weighted number of all public school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	2,559,488	20,070	26,765	211,640	86,917	2,214,096
Male	719,453	4,361	6,043	49,738	23,321	635,990
Female	1,840,035	15,709	20,722	161,902	63,596	1,578,107

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-99.--Unweighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	16,854	10,266	6,588
Pre-kindergarten Elementary	11,182	7,272	3,910
Vocational Education	12	5	7
Specialty Areas	2,396	1,333	1,063
English	241	137	104
Math	254	134	120
Social Studies	133	73	60
Foreign Language	48	30	18
Science	170	98	72
Special Education	2,345	1,149	1,196
All others	73	35	38

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-100.--Weighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	1,330,630	753,426	577,204
Pre-kindergarten Elementary	887,037	531,765	355,272
Vocational Education	--	--	--
Specialty Areas	196,587	104,867	91,721
English	22,403	13,094	9,309
Math	24,317	12,288	12,029
Social Studies	11,408	5,336	6,073
Foreign Language	2,541	1,225	--
Science	15,377	8,744	6,633
Special Education	164,336	73,115	91,222
All others	6,208	2,830	3,378

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-101.--Unweighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	Less or equal to bachelor's	Master's or higher
Total	29,851	15,569	14,282
Pre-kindergarten Elementary	23	14	9
Vocational Education	3,876	2,194	1,682
Specialty Areas	7,360	4,154	3,206
English	4,165	2,160	2,005
Math	3,543	1,854	1,689
Social Studies	3,143	1,538	1,605
Foreign Language	1,285	654	631
Science	3,143	1,491	1,652
Special Education	2,709	1,195	1,514
All others	604	315	289

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-102.--Weighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	Less or equal to bachelor's	Master's or higher
Total	1,228,858	591,045	637,813
Pre-kindergarten Elementary	--	--	--
Vocational Education	135,119	69,308	65,811
Specialty Areas	315,122	164,254	150,868
English	174,972	87,760	87,212
Math	146,510	71,570	74,940
Social Studies	132,078	58,384	73,694
Foreign Language	56,402	25,876	30,526
Science	133,708	57,851	75,856
Special Education	109,620	44,152	65,467
All others	24,400	11,365	13,035

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-103.--Unweighted number of all public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	46,705	25,835	20,870
Pre-kindergarten Elementary	11,205	7,286	3,919
Vocational Education	3,888	2,199	1,689
Specialty Areas	9,756	5,487	4,269
English	4,406	2,297	2,109
Math	3,797	1,988	1,809
Social Studies	3,276	1,611	1,665
Foreign Language	1,333	684	649
Science	3,313	1,589	1,724
Special Education	5,054	2,344	2,710
All others	677	350	327

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-104.--Weighted number of all public school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Total	Highest degree earned Less or equal to bachelor's	Master's or higher
Total	2,559,488	1,344,471	1,215,017
Pre-kindergarten Elementary	887,965	532,289	355,675
Vocational Education	135,534	69,472	66,062
Specialty Areas	511,709	269,121	242,588
English	197,374	100,854	96,520
Math	170,827	83,858	86,969
Social Studies	143,486	63,720	79,767
Foreign Language	58,943	27,100	31,843
Science	149,084	66,595	82,489
Special Education	273,956	117,267	156,689
All others	30,608	14,194	16,414

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-105.--Unweighted number of public school teachers, by level and by teaching experience: 1990-91

	Level		
Teaching experience	Total	Elementary	Secondary
Total	46,705	16,854	29,851
Experienced	40,280	14,297	25,983
New	6,425	2,557	3,868

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-106.--Weighted number of public school teachers, by level and by teaching experience: 1990-91

	Level		
Teaching experience	Total	Elementary	Secondary
Total	2,559,488	1,330,630	1,228,858
Experienced	2,244,529	1,152,964	1,091,565
New	314,959	177,666	137,293

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Private School Teacher Survey

Selected Unweighted and Weighted Tables

Table E-107.--Unweighted number of elementary private school teachers, by employment status and teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	3,415	2,922	493
Itinerant	13	0	13
Long term substitute	4	++	++
Regular	3,398	2,920	478

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-108.--Weighted number of elementary private school teachers, by employment status and teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	176,252	154,786	21,465
Itinerant	--	0	--
Long term substitute	--	--	--
Regular	175,078	154,605	20,473

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-109.--Unweighted number of secondary private school teachers, by employment status and by teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	3,227	2,558	669
Itinerant	42	0	42
Long term substitute	5	++	3
Regular	3,180	2,556	624

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-110.--Weighted number of secondary private school teachers, by employment status and by teacher type: 1990-91

Teacher type	Employment status		
	Total	Full-time	Part-time
Total	180,035	146,471	33,564
Itinerant	2,158	0	2,158
Long term substitute	--	--	--
Regular	177,639	146,375	31,264

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-111.--Unweighted number of all private school teachers, by employment status and by teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	6,642	5,480	1,162
Itinerant	55	0	55
Long term substitute	9	4	5
Regular	6,578	5,476	1,102

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-112.--Weighted number of all private school teachers, by employment status and by teacher type: 1990-91

	Employment status		
Teacher type	Total	Full-time	Part-time
Total	356,287	301,257	55,029
Itinerant	2,872	0	2,872
Long term substitute	--	--	--
Regular	352,718	300,980	51,737

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-113.--Unweighted number of elementary private school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	3,415	28	115	126	102	3,044
Male	367	4	12	20	12	319
Female	3,048	24	103	106	90	2,725

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-114.--Weighted number of elementary private school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	176,252	--	3,023	5,377	5,480	161,730
Male	12,825	--	--	--	--	11,430
Female	163,426	--	2,643	4,795	5,098	150,300

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-115.--Unweighted number of secondary private school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity					
	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	3,227	20	88	77	125	2,917
Male	1,320	11	33	33	44	1,199
Female	1,907	9	55	44	81	1,718

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-116.--Weighted number of secondary private school teachers, by race/ethnicity and by sex: 1990-91

Sex	Race/ethnicity					
	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	180,035	--	2,167	4,084	6,171	166,894
Male	68,940	--	895	1,816	1,967	63,986
Female	111,095	--	1,272	2,269	4,204	102,908

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-117.--Unweighted number of all private school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	6,642	48	203	203	227	5,961
Male	1,687	15	45	53	56	1,518
Female	4,955	33	158	150	171	4,443

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-118.--Weighted number of all private school teachers, by race/ethnicity and by sex: 1990-91

	Race/ethnicity					
Sex	Total	American Indian	Asian/ Pacific Islander	Black, Non-hispanic	Hispanic	White, Non-hispanic
Total	356,287	1,360	5,190	9,462	11,651	328,624
Male	81,765	--	1,275	2,398	2,350	75,416
Female	274,521	1,032	3,915	7,064	9,302	253,208

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-119.--Unweighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	3,415	2,685	730
Pre-kindergarten Elementary	2,830	2,279	551
Vocational Education	++	++	0
Specialty Areas	246	173	73
English	66	53	13
Math	38	31	7
Social Studies	27	21	6
Foreign Language	33	26	7
Science	22	14	8
Special Education	132	73	59
All others	20	14	6

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-120.--Weighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	176,252	136,912	39,339
Pre-kindergarten Elementary	145,341	115,256	30,085
Vocational Education	--	--	0
Specialty Areas	12,998	9,066	3,932
English	4,181	3,311	--
Math	2,115	1,770	--
Social Studies	1,946	--	--
Foreign Language	1,387	--	--
Science	1,049	--	--
Special Education	6,099	3,556	2,543
All others	--	--	--

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-121.--Unweighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	3,227	1,874	1,353
Pre-kindergarten Elementary	9	6	3
Vocational Education	84	58	26
Specialty Areas	942	598	344
English	505	286	219
Math	492	280	212
Social Studies	344	188	156
Foreign Language	275	138	137
Science	403	227	176
Special Education	83	43	40
All others	90	50	40

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-122.--Weighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	 Less or equal to bachelor's	 Master's or higher
Total	180,035	106,495	73,540
Pre-kindergarten Elementary	--	--	--
Vocational Education	4,794	3,480	--
Specialty Areas	52,239	32,633	19,605
English	29,005	17,241	11,764
Math	27,060	16,976	10,084
Social Studies	19,888	10,920	8,968
Foreign Language	15,123	7,178	7,945
Science	22,415	12,948	9,466
Special Education	4,394	2,377	2,017
All others	4,399	2,381	2,018

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-123.--Unweighted number of all private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	Less or equal to bachelor's	Master's or higher
Total	6,642	4,559	2,083
Pre-kindergarten Elementary	2,839	2,285	554
Vocational Education	85	59	26
Specialty Areas	1,188	771	417
English	571	339	232
Math	530	311	219
Social Studies	371	209	162
Foreign Language	308	164	144
Science	425	241	184
Special Education	215	116	99
All others	110	64	46

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-124.--Weighted number of all private school teachers, by highest degree earned and by main assignment field: 1990-91

Main assignment field	Highest degree earned Total	Less or equal to bachelor's	Master's or higher
Total	356,287	243,407	112,879
Pre-kindergarten Elementary	146,060	115,617	30,443
Vocational Education	4,823	3,509	--
Specialty Areas	65,236	41,699	23,537
English	33,187	20,553	12,634
Math	29,175	18,745	10,430
Social Studies	21,835	12,256	9,578
Foreign Language	16,510	8,317	8,193
Science	23,464	13,742	9,723
Special Education	10,492	5,932	4,560
All others	5,505	3,036	2,468

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-125.--Unweighted number of private school teachers, by level and by teaching experience: 1990-91

	Level		
Teaching experience	Total	Elementary	Secondary
Total	6,642	3,415	3,227
Experienced	4,550	2,327	2,223
New	2,092	1,088	1,004

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table E-126.--Weighted number of private school teachers, by level and by teaching experience: 1990-91

	Level		
Teaching experience	Total	Elementary	Secondary
Total	356,287	176,252	180,035
Experienced	261,137	129,123	132,014
New	95,149	47,128	48,021

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Appendix F. Questionnaires

Teacher Demand and Shortage Questionnaire (SASS 1A)

FORM **SASS-1A**
(11 14 90)

U S DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U S DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
TEACHER DEMAND AND SHORTAGE QUESTIONNAIRE FOR PUBLIC SCHOOL DISTRICTS (LEAs)
1990–1991

OMB No. 1850 0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential.** Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please complete this questionnaire with information about the SCHOOL DISTRICT named on the label, and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

If you have any questions about this survey, please call the Census Bureau collect at (301) 763-5507.

If the district named on the label no longer exists, mark the box below and return this questionnaire to the Bureau of the Census in the enclosed preaddressed envelope.

001 1 ☐ School district no longer exists

EXISTS

THIS SURVEY HAS BEEN ENDORSED BY:

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association

Please correct any errors in name and address, including ZIP Code.

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Dear District Administrator:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Teacher Demand and Shortage Survey for the 1990–91 Schools and Staffing Survey. Your district is one of 5,400 districts across the Nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987–88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the Teacher Demand and Shortage Survey is to obtain information about such factors as district enrollment and teacher counts including the number of teaching positions that are filled or remain unfilled. The 1990–91 questionnaire has been revised, and the resulting burden is significantly less than the 1987–88 version.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual participating in the survey.

We are conducting this survey with a sample of districts. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other school districts. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132, in the preaddressed envelope enclosed for your convenience.**

Thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average one hour and thirty minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

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INSTRUCTIONS

Please use a typewriter or a pencil to complete this questionnaire. Do not use an ink pen or marker.

If you are unsure about how to answer a question, give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, please call the Bureau of the Census COLLECT at (301) 763 - 5507.

Use the enclosed preaddressed envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 3 weeks.

Please keep count of the time required to complete this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

a. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name

Title

Telephone number *(Include area code)*
Area code Number

Convenient days/times to reach you, if necessary

b. Does this school district employ elementary and/or secondary teachers?

011 1 ☐ Yes — *Please continue with item 1 below*
2 ☐ No EMPLYTCH

IF YOU ANSWERED "NO" TO ITEM (b) ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

SECTION A – ENROLLMENT AND TEACHING POSITIONS

1. What was the enrollment (in head counts) in this district on or about October 1 of THIS school year, and on or about October 1 of LAST school year?

For prekindergarten, include only students who are in the year immediately prior to kindergarten. Do NOT duplicate counts between two categories.

NOTE: *If this district's grade level organization differs from the grade level categories (PK, K, 1 – 6, 7 – 12) for items 1 and 2, please apportion the district's counts to match the categories of these items.*

Grade level	This year's enrollment	Last year's enrollment
a. Ungraded	012 NOWUG 0 ☐ None	013 LASTUG 0 ☐ None
b. Prekindergarten	014 NOWPK 0 ☐ None	015 LASTPK 0 ☐ None
c. Kindergarten	016 NOWKG 0 ☐ None	017 LASTKG 0 ☐ None
d. Grades 1 – 6	018 NOW1_6 0 ☐ None	019 LAST1_6 0 ☐ None
e. Grades 7 – 12	020 NOW7_12 0 ☐ None	021 LAST7_12 0 ☐ None
f. Postsecondary	022 NOWPS 0 ☐ None	023 LASTPS 0 ☐ None
g. Total enrollment	024 NOWTOT 0 ☐ None	025 LASTTOT 0 ☐ None

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SECTION A – ENROLLMENT AND TEACHING POSITIONS – *Continued*

1h. THIS school year, do any students in this district attend school in another district for part of the day?

026 *OTHRDIST*
1 ☐ Yes – *Continue with i*
2 ☐ No – *Skip to item 2*

i. How many students in each of the following categories attend school in another district for part of the day?

(1) Ungraded — 027 *OTHRUG* ______ 0 ☐ None

(2) Kindergarten — 028 *OTHRKG* ______ 0 ☐ None

(3) Grades 1–6 — 029 *OTHR1_6* ______ 0 ☐ None

(4) Grades 7–12 — 030 *OTHR7_12* ______ 0 ☐ None

2. How many FTE teachers were employed by this district at each of these levels on or about October 1 of THIS school year, and on or about October 1 of LAST school year?

FTE (full time equivalent) describes the number of teaching positions in terms of an average full time position. The FTE for a given teacher is derived by dividing the amount of time he/she works each week by the amount of time normally required for a full week. For example, if a full time teacher in your district is required to work 40 hours per week, count:

a teacher working 40 hours as 1.0;

a teacher working 16 hours as 0.4;

a teacher working 20 hours as a kindergarten teacher and 20 hours as a prekindergarten teacher as 0.5 for Prekindergarten and 0.5 for Kindergarten;

a person who spends 30 hours as a high school English teacher and 10 hours as a guidance counselor as 0.8 for grades 7–12; do not include the time he/she spends as a guidance counselor.

Record all FTE entries to the nearest TENTH, e.g., 15.0, 123.4, 78.6, etc. If your answer is a whole number, please enter a zero to the right of the decimal point.

Include only FTEs for TEACHERS (classroom, special education, physical education, resource, etc.). Do NOT include guidance counselors, librarians, administrators or other nonteaching personnel.

Grade level	This year's FTE teachers	Last year's FTE teachers
a. Ungraded	031 *TUGNOW* ___ . ___ 0 ☐ None	032 *TUGLAST* ___ . ___ 0 ☐ None
b. Prekindergarten	033 *TPKNOW* ___ . ___ 0 ☐ None	034 *TPKLAST* ___ . ___ 0 ☐ None
c. Kindergarten	035 *TKGNOW* ___ . ___ 0 ☐ None	036 *TKGLAST* ___ . ___ 0 ☐ None
d. Grades 1–6	037 *T1_6NOW* ___ . ___ 0 ☐ None	038 *T1_6LAST* ___ . ___ 0 ☐ None
e. Grades 7–12	039 *T7_12NOW* ___ . ___ 0 ☐ None	040 *T7_12LST* ___ . ___ 0 ☐ None
f. Postsecondary	041 *TPSNOW* ___ . ___ 0 ☐ None	042 *TPSLAST* ___ . ___ 0 ☐ None
g. Total FTE teachers	043 *TTOTNOW* ___ . ___	044 *TTOTLAST* ___ . ___

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SECTION A – ENROLLMENT AND TEACHING POSITIONS – *Continued*

Items 3 – 12 refer ONLY to FTEs for grades K – 12 and comparable ungraded levels; i.e., for these items DO NOT INCLUDE prekindergarten and postsecondary FTEs.

Record all FTE entries to the nearest TENTH.

Refer to item 2.

3. Record the total number of FTE teachers who teach grades K – 12 and comparable ungraded levels, i.e., this year's total FTE teachers minus prekindergarten and postsecondary.

TTOTK_12

045 ________ .

4. Of the total FTE teachers cited in item 3, how many hold regular or standard state certification in their fields of assignment?

Count a teacher as certified if he/she has met your state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.

NOTE: *Do NOT count teachers who have only emergency or other nonstandard certification.*

CERTIFY

046 ________ .

5a. As of October 1 of this school year, how many FTE teaching positions for grades K – 12 and comparable ungraded levels were vacant or temporarily filled by a substitute teacher?

Report the number of K – 12 FTE teaching positions approved for the 1990 – 1991 school year that were vacant or filled by a substitute teacher as of October 1, 1990, because suitable candidates could not be found.

VACANCY

047 ________ .

0 ☐ None

b. How many FTE teaching positions for grades K – 12 and comparable ungraded levels were abolished or withdrawn between the start of the hiring season and October 1 of this school year because suitable candidates could not be found?

ABOLSHD

048 ________ .

0 ☐ None

6. How many FTE teaching positions for grades K – 12 and comparable ungraded levels were approved for this school year, whether filled or not?

Entry should equal the sum of the entries for items 3, 5a, and 5b.

APPROVED

049 ________ .

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SECTION A – ENROLLMENT AND TEACHING POSITIONS – *Continued*

7a. As of October 1 of this school year, how many FTE teachers for grades K – 12 and comparable ungraded levels were NEWLY HIRED by this school district for this school year?

Include teachers returning from unpaid leave of absence of one school year or more. Do not include substitute teachers.

NEWHIRES
050 ______ . ______ – *Continue with b*
0 ☐ None – *Skip to item 8*

b. How many of these newly hired FTE teachers hold regular or standard state certification in their fields of assignment?

NEWCERTS
051 ______ . ______
0 ☐ None

8. At the end of LAST SCHOOL YEAR, how many FTE teachers for grades K – 12 and comparable ungraded levels were laid off?

Count teachers whose contracts were not renewed at the end of the 1989 – 90 school year because of budget limitations, declining enrollment, or elimination of courses. Do NOT include teachers who were fired or whose contracts were not renewed because of performance reasons.

LAIDOFF
052 ______ . ______
0 ☐ None

9. As of October 1 of this school year, how many FTE librarians/media specialists were employed in this district for –

a. Grades K – 6?

LIBK_6
053 ______ . ______
0 ☐ None

b. Grades 7 – 12?

LIB7_12
054 ______ . ______
0 ☐ None

c. Total FTE librarians/media specialists for grades K – 12

Sum of the entries for 9a and 9b

TOTLIBRY
055 ______ . ______
0 ☐ None

10. As of October 1 of this school year, how many FTE librarian/media specialist positions were vacant or temporarily filled by a substitute?

VACNTLIB
056 ______ . ______
0 ☐ None

11. How many FTE librarian/media specialist positions were abolished or withdrawn between the start of the hiring season and October 1 of this school year because suitable candidates could not be found?

ABOLSHLB
057 ______ . ______
0 ☐ None

12. How many FTE librarian/media specialist positions were approved for this school year, whether filled or not?

APPRVLIB
058 ______ . ______
0 ☐ None

SECTION B – DISTRICT POLICIES

Staff Compensation and Training

13. Which of these benefits are available to TEACHERS in this district?

Mark (X) all that apply.

GENERAL MEDICAL INSURANCE

MEDICAL 059 1 ☐ District (or other organization) pays part or all of premium

2 ☐ Teachers pay all of premium

DENTAL INSURANCE

DENTAL 060 3 ☐ District (or other organization) pays part or all of premium

4 ☐ Teachers pay all of premium

GROUP LIFE INSURANCE

LIFE 061 5 ☐ District (or other organization) pays part or all of premium

6 ☐ Teachers pay all of premium

PENSION 062 7 ☐ PENSION CONTRIBUTIONS

INCOME-IN-KIND

HOUSING 063 8 ☐ Housing

MEALS 064 9 ☐ Meals (including free or reduced-price lunch)

TRANSPT 065 10 ☐ Transportation (including mileage reimbursement for itinerant teachers)

TUITION 066 11 ☐ REIMBURSEMENT FOR TEACHERS' TUITION AND COURSE FEES

NONE 067 0 ☐ None of the above

14. How many months is the normal contract year for a teacher?

Report months in whole numbers.

LNGTHYR 068 ______ Months

15. Is there a salary schedule for teachers in this district?

SALSCHED 069 1 ☐ Yes – *Continue with item 16*

2 ☐ No – *Skip to item 17*

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SECTION B – DISTRICT POLICIES – *Continued*

Staff Compensation and Training – *Continued*

16. According to the salary schedule, what is the normal yearly base salary for –

Enter salary amounts in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

MINBACH
070 $ ________ .00 per year

b. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's) and no teaching experience?

MINMASTR
071 $ ________ .00 per year

c. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

MAXMASTR
072 $ ________ .00 per year

d. A teacher at the highest possible step on the salary schedule?

HIGHSAL
073 $ ________ .00 per year

NOTE: IF YOU COMPLETED ITEM 16, PLEASE SKIP TO ITEM 18.

17. What is the range of base year teacher salaries in this district?

Enter salary amounts in whole dollars.

MINSALRY
074 $ ________ .00 (Lowest)

to

MAXSALRY
075 $ ________ .00 (Highest)

Remarks – *Please use this space for any explanations that may be essential in understanding your reported data.*
Please include item number.

SECTION B — DISTRICT POLICIES — *Continued*

Staff Compensation and Training — *Continued*

The following definitions pertain to items 18 – 20.

Cash bonus — A supplement to regular compensation over the year, but no permanent increase in salary

Different step on the salary schedule — Placement of a teacher on a higher step of the salary schedule

Other salary increase — Increase in base salary or other raise in salary through reclassification (other than a step increase on the salary schedule)

18a. In this school year, does this district have a "merit pay" plan for teachers?

A "merit pay" plan is a system in which a teacher's performance is a significant factor in determining his or her compensation.

MERITPAY
076 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 19a*

b. How is this performance-based compensation given?

Mark (X) all that apply.

MERITCS 077 1 ☐ Cash bonus
MERITSTP 078 2 ☐ Different step on the salary schedule
MERITINC 079 3 ☐ Other salary increase

19a. Does this school district use any of the pay incentives listed above to recruit or retain teachers to teach in less desirable locations?

080 1 ☐ Yes — *Continue with b* INCENTIV
2 ☐ No — *Skip to item 20a*

b. Which of these pay incentives are offered to attract teachers to less desirable locations?

Mark (X) all that apply.

081 1 ☐ Cash bonus INCNTCSH
082 2 ☐ Different step on the salary schedule INCNTSTP
083 3 ☐ Other salary increase INCNTINC

20a. Does this district use any of the pay incentives listed above to attract teachers to fields specified by this district as fields of shortage?

084 1 ☐ Yes — *Continue with b* SHORTAGE
2 ☐ No — *Skip to item 21a*

b. Which of these pay incentives are offered to attract teachers to fields of shortage?

Mark (X) all that apply.

085 1 ☐ Cash bonus SHORTCSH
086 2 ☐ Different step on the salary schedule SHORTSTP
087 3 ☐ Other salary increase SHORTINC

c. In which fields are incentives offered?

Mark (X) all that apply.

088 1 ☐ Special education SHRTSPEC
089 2 ☐ Mathematics SHRTMATH
090 3 ☐ Computer science SHRTCOMP
091 4 ☐ Physical sciences SHRTPHYS
092 5 ☐ Biology/life sciences SHRTBIO
SHRTESOL 093 6 ☐ English as a second language (ESL)/Bilingual education
SHRTLANG 094 7 ☐ Foreign languages
SHRTVOC 095 8 ☐ Vocational education
SHRTOTHR 096 9 ☐ Other — *Specify* ↗

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SECTION B – DISTRICT POLICIES – *Continued*

Staff Compensation and Training – *Continued*

21a. Is free retraining available in this school district, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

RETRAING
097 1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 22*

b. What are the fields for which this free training is provided?

Mark (X) all that apply.

RESPECL 098 1 ☐ Special education
REMATH 099 2 ☐ Mathematics
RECOMP 100 3 ☐ Computer science
REPHYS 101 4 ☐ Physical sciences
REBIO 102 5 ☐ Biology/life sciences
RESOL 103 6 ☐ English as a second language (ESL)/Bilingual education
RELANG 104 7 ☐ Foreign languages
REVOTEC 105 8 ☐ Vocational education
REOTHER 106 9 ☐ Other – *Specify* ↙

22. Does this district have a training or development program for ASPIRING school administrators?

ADMINRGM
107 1 ☐ Yes
2 ☐ No

Teacher Hiring and Retirement Policies

23. Which of the following criteria are used in considering applicants for teaching positions in this district?

a. Full standard state certification for field to be taught

FULLCERT
108 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. At least emergency or temporary state certification or endorsement for field to be taught

EMERCERT
109 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. Graduation from a state-approved teacher education program

TEACHED
110 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. College major or minor in field to be taught

MAJORFLD
111 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. Passage of a local DISTRICT test of basic skills or subject knowledge

DISTEST
112 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of basic skills

STABASIC
113 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a STATE test of subject knowledge

STASUBJ
114 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

h. Passage of the National Teachers Examination

NTEPASS
115 1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

SECTION B – DISTRICT POLICIES – *Continued*

Teacher Hiring and Retirement Policies – *Continued*

24. Are teachers in this district covered by a retirement plan?

RETIREMT
116 1 ☐ Yes – *Continue with item 25a*
2 ☐ No – *Skip to item 27a*

25a. Can teachers who move to a job in this district from another district IN THIS STATE receive FULL or PARTIAL credit in the retirement system for their years of teaching experience?

INCREDIT
117 1 ☐ Yes, FULL CREDIT } *Continue with b*
2 ☐ Yes, PARTIAL CREDIT } *Continue with b*
3 ☐ No – *Skip to item 27a*

b. Do teachers have to purchase this credit?

INPURCH
118 1 ☐ Yes
2 ☐ No

26a. Can teachers who move to a job in this district from a district IN ANOTHER STATE receive FULL or PARTIAL credit in the retirement system for their years of teaching experience?

OUTCREDT
119 1 ☐ Yes, FULL CREDIT } *Continue with b*
2 ☐ Yes, PARTIAL CREDIT } *Continue with b*
3 ☐ No – *Skip to item 27a*

b. Do teachers have to purchase this credit?

OUTPURCH
120 1 ☐ Yes
2 ☐ No

High School Graduation Requirements

27a. Does this district enroll students in any of grades 10-12?

ENROLHS
121 1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 28*

b. For high school graduation for students in the class of 1991, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc. If none, mark the "None" box.

(1) English/language arts
YRSENGL
122 ____.__
0 ☐ None

(2) Mathematics
123 YRSMATH ____.__
0 ☐ None

(3) Computer science
124 YRSCOMP ____.__
0 ☐ None

(4) Social sciences, social studies (e.g., history, geography, economics)
YRSSOC
125 ____.__
0 ☐ None

(5) Physical and biological sciences
126 YRSSCI ____.__
0 ☐ None

(6) Foreign language
127 YRSLANG ____.__
0 ☐ None

c. Do these requirements reflect a 3-year or a 4-year program?
Mark (X) only one box.

YRS3_4
128 1 ☐ 3-year program
2 ☐ 4-year program

28. **Excluding prekindergarten and postsecondary students, how many K – 12 students in this district are –**

a. American Indian or Alaskan Native?

AMINDIST
129 ________ Students
0 ☐ None

b. Asian or Pacific Islander?

ASIADIST
130 ________ Students
0 ☐ None

c. Hispanic, regardless of race?
(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin).

HISPDIST
131 ________ Students
0 ☐ None

d. Black (not of Hispanic origin)?

BLKDIST
132 ________ Students
0 ☐ None

e. White (not of Hispanic origin)?

WHTDIST
133 ________ Students
0 ☐ None

29. **Excluding teachers who teach ONLY prekindergarten or postsecondary students, how many teachers in this district are –**

Record head counts, not FTEs.

a. American Indian or Alaskan Native?

TCHAMIND
134 ________ Teachers
0 ☐ None

b. Asian or Pacific Islander?

TCHASIAN
135 ________ Teachers
0 ☐ None

c. Hispanic, regardless of race?
(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)

TCHISPNC
136 ________ Teachers
0 ☐ None

d. Black (not of Hispanic origin)?

TCHBLACK
137 ________ Teachers
0 ☐ None

e. White (not of Hispanic origin)?

TCHWHITE
138 ________ Teachers
0 ☐ None

30. **Not counting interruptions, how long did it take to complete this survey?**

Report both hours and minutes, e.g., "1" hour and "25" minutes.

SRVHRS
139 ________ Hours

AND

SRVYMINS
140 ________ Minutes

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE APPRECIATED.

Public School Administrator Questionnaire (SASS 2A)

FORM **SASS-2A**
(11-16-90)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PUBLIC SCHOOL ADMINISTRATOR QUESTIONNAIRE
1990—1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

The principal of the school named on the address label should complete this questionnaire and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

If you have any questions, please call the Census Bureau COLLECT at (301) 763-5507.

If the school named on the label is no longer in operation or does NOT have an administrator or principal, mark the appropriate box below.

001 1 ☐ School no longer in operation
2 ☐ School has no administrator

If you marked one of the boxes above, do not complete this questionnaire. Please return it to the Bureau of the Census in the enclosed preaddressed envelope.
Thank you for your cooperation.

THIS SURVEY HAS BEEN ENDORSED BY —

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association

Please correct any errors in name and address, including ZIP Code.

Dear Principal:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the School Administrator Survey for the 1990-91 Schools and Staffing Survey. Your school is one of 9,900 public and 3,300 private schools across the Nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987—88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the School Administrator Survey is to obtain information about the training, experience, and professional background of school principals.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other principals. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EJElliott

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 20 minutes. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202—4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850—0598, Washington, DC 20503.

INSTRUCTIONS

It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.

Most of the items on this form are arranged so that the questions are on the left side and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the answer space provided. We suggest that you use a pencil rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later items or to continue with the next item on the questionnaire.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763–5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

1. Were you the principal of this school in the spring of 1988?	011 1 ☐ Yes 2 ☐ No

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 2, 3, AND 4

EDUCATION

General education
- **01** Pre-elementary/early childhood education
- **03** Elementary education
- **04** Secondary education

Subject area education
- **07** Agricultural education
- **11** Art education
- **13** Bilingual education
- **15** Business, commerce, and distributive education
- **89** Cross-cultural education
- **22** English education
- **23** English as a second language
- **24** Foreign languages education
- **29** Home economics education
- **88** Indian education (Native American)
- **30** Industrial arts, vocational and technical, trade and industry education
- **34** Mathematics education
- **38** Music education
- **40** Physical education/health education
- **43** Reading education
- **45** Religious education
- **46** Science education
- **48** Social studies/social sciences education

Special education
- **67** Special education, general
- **68** Emotionally disturbed
- **69** Mentally retarded
- **70** Speech/language impaired
- **71** Deaf and hard-of-hearing
- **72** Visually handicapped
- **73** Orthopedically impaired
- **74** Mildly handicapped
- **75** Severely handicapped
- **76** Specific learning disabilities
- **77** Other special education

Other education
- **78** Curriculum and instruction
- **79** Educational administration
- **80** Educational psychology
- **81** Counseling and guidance
- **82** Other education

GENERAL

- **06** Agriculture and natural resources
- **86** American Indian studies (Native American)
- **87** Other area and ethnic studies
- **08** Architecture and environmental design
- **10** Art, fine and applied
- **14** Business and management
- **16** Communications and journalism
- **17** Computer and information sciences
- **19** Drama, theater
- **20** Engineering
- **21** English (literature, letters, speech, classics)
- **25** General studies
- **27** Health professions and occupations
- **28** Home economics
- **85** Humanities
- **31** Law
- **32** Library science
- **33** Mathematics
- **35** Military science
- **36** Multi/interdisciplinary studies
- **37** Music
- **39** Philosophy
- **41** Psychology
- **42** Public affairs and services
- **44** Religion, theology

Foreign languages
- **51** French
- **52** German
- **53** Latin
- **54** Russian
- **55** Spanish
- **56** Other foreign languages

Natural sciences
- **57** Biology/life science
- **58** Chemistry
- **59** Geology/earth science
- **60** Physics
- **61** Other natural sciences

Social sciences
- **62** Economics
- **63** History
- **64** Political science and government
- **65** Sociology
- **66** Other social sciences

84 Other

2a. Do you have a bachelor's degree?	012 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 4a*
b. What was your major field of study? *Enter the major field and the two-digit code from list above.*	013 ☐☐ Code __________ Major field
c. In what year did you receive your bachelor's degree?	014 1 9 ☐☐
d. Did you have a second major or minor field of study?	015 1 ☐ Yes — *Continue with e* 2 ☐ No — *Skip to item 3a*
e. What was your second major or minor field of study? *Enter the field and the two-digit code from list above.*	016 ☐☐ Code __________ Second major or minor field

FORM SASS-2A (11-16-90)

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3a. Do you have a master's degree?

017 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 4a*

b. What was your major field of study?
Enter the major field and the two-digit code from list on page 3.

018 ☐☐ Code ____________ Major field

c. In what year did you receive your master's degree?

019 1 9 ☐☐

4a. Do you have any other type of degree?

020 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 5a*

b. What other degree(s) have you earned?
Mark (X) all that apply in column (b) below.

c. What was your major field of study for each degree?
In column (c) below, enter the field name and the appropriate two-digit code from the list on page 3.

d. In what year did you receive each degree?

(b) Other degree(s) earned – *Mark (X) all that apply.*	(c) Major field code – *(See list on page 3)*	(d) Year degree received
021 1 ☐ Associate degree	022 ☐☐ Code ____________ Major field	023 1 9 ☐☐
024 2 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	025 ☐☐ Code ____________ Major field	026 1 9 ☐☐
027 3 ☐ Doctorate or first professional degree (Ph.D., Ed. D., M.D., L.L.B., J.D., D.D.S.)	028 ☐☐ Code ____________ Major field	029 1 9 ☐☐

5a. How many years of elementary or secondary teaching experience did you have PRIOR to becoming a principal? – *Count part of a year as 1 year.*

030 ________ Years of teaching
0 ☐ None

b. How many years of elementary or secondary teaching experience have you had SINCE becoming a principal? – *Count part of a year as 1 year.*

031 ________ Years of teaching
0 ☐ None

CHECK ITEM A
Refer to items 5a and 5b above.
Did you answer "1" or more to question 5a or 5b?

032 1 ☐ Yes — *Continue with item 6*
2 ☐ No — *Skip to item 7*

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 6

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
04 American Indian/Native American studies
05 Art
06 Basic skills and remedial education
07 Bilingual education
08 Computer science
09 English/language arts
10 English as a second language

Special areas ***(Continued)***
11 Foreign language
12 Gifted
13 Health, physical education
14 Home economics (nonvocational)
15 Mathematics
16 Music
17 Reading
18 Religion/philosophy
19 Social studies/social science

Science
21 Biology
22 Chemistry
23 Geology/earth science
24 Physics
25 General and all other science

31 Library/media specialist

Vocational education
41 Agriculture
42 Business
43 Marketing
44 Health occupations
45 Vocational home economics
46 Trade and industry
47 Technical
48 Other vocational education

51 Special education
61 All others

6. In your most recent year of teaching, what was the field of your MAIN TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes? — *Use the codes listed above to record your assignment field. If your teaching schedule was divided equally between two fields, record either field as your main assignment field.*

033 ☐☐ Main assignment field code

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7. What other school positions, if any, did you hold before you became a principal? *Mark (X) all that apply.*	034	1 ☐ Department head or curriculum coordinator
	035	2 ☐ Assistant principal or program director
	036	3 ☐ Guidance counselor
	037	4 ☐ Athletic coach
	038	5 ☐ Sponsor for student clubs, debate teams
	039	6 ☐ Other — *Specify* ____________________
	040	0 ☐ None
8a. Prior to becoming an administrator, did you participate in any district or school training or development program for ASPIRING school administrators?	*ASPIRING* 041	1 ☐ Yes 2 ☐ No
b. Have you ever participated in a training program for Indian education administration?	*TRAININD* 042	1 ☐ Yes — *Continue with c* 2 ☐ No — *Skip to item 9*
c. Did you complete the program?	*ENDTRAIN* 043	1 ☐ Yes 2 ☐ No
9. Prior to this school year, how many years have you been employed in each of the following positions? *If less than one year, enter "1." If none, mark the box.* **a. As the principal in this school?**	044	________ Years 0 ☐ None
b. As the principal in other schools?	045	________ Years 0 ☐ None
c. In other school or district administrative positions?	046	________ Years 0 ☐ None
d. In other nonteaching nonadministrative positions in elementary and secondary education, e.g., a guidance counselor or school psychologist?	047	________ Years 0 ☐ None
e. In professional positions outside elementary and secondary education?	048	________ Years 0 ☐ None
10. Aside from college coursework for a degree, have you had any of these types of training for your current position? *Mark (X) all that apply.*	049	1 ☐ Inservice training in evaluation and supervision
	050	2 ☐ Training in management techniques
	051	3 ☐ An administrative internship
	052	0 ☐ None of the above
11a. How long do you plan to remain a principal? *Mark (X) only one box.*	053	1 ☐ As long as I am able 2 ☐ Until I am eligible for retirement } *Continue with b* 3 ☐ Will probably continue unless something better comes along 4 ☐ Definitely plan to leave as soon as possible 5 ☐ Undecided at this time } *Skip to item 12a*
b. In how many years do you plan to retire from your position as a principal? – *If less than one year, enter 1.*	054	________ Years
12a. What is your current ANNUAL salary for this position before taxes and deductions?	055	$ ____________ .00 Annual salary
b. For how many months of the year are you employed as the administrator in this school?	056	________ Months employed

13. Which of these benefits do you receive, in whole or in part, from this school or district in addition to your salary?

Mark (X) all that apply.

057	1 ☐ Housing or housing expenses
058	2 ☐ Meals
059	3 ☐ Tuition for your children
060	4 ☐ College tuition for yourself
061	5 ☐ General medical insurance
062	6 ☐ Dental insurance
063	7 ☐ Group life insurance
064	8 ☐ Car/transportation expenses
065	9 ☐ Pension contributions
066	0 ☐ None of the above

14. For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

			Serious	Moderate	Minor	Not a problem
a. Teacher absenteeism	a.	067	1 ☐	2 ☐	3 ☐	4 ☐
b. Student tardiness	b.	068	1 ☐	2 ☐	3 ☐	4 ☐
c. Student absenteeism	c.	069	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	d.	070	1 ☐	2 ☐	3 ☐	4 ☐
e. Students dropping out	e.	071	1 ☐	2 ☐	3 ☐	4 ☐
f. Student apathy	f.	072	1 ☐	2 ☐	3 ☐	4 ☐
g. Physical conflicts among students	g.	073	1 ☐	2 ☐	3 ☐	4 ☐
h. Robbery or theft	h.	074	1 ☐	2 ☐	3 ☐	4 ☐
i. Vandalism of school property	i.	075	1 ☐	2 ☐	3 ☐	4 ☐
j. Student pregnancy	j.	076	1 ☐	2 ☐	3 ☐	4 ☐
k. Student use of alcohol	k.	077	1 ☐	2 ☐	3 ☐	4 ☐
l. Student drug abuse	l.	078	1 ☐	2 ☐	3 ☐	4 ☐
m. Student possession of weapons	m.	079	1 ☐	2 ☐	3 ☐	4 ☐
n. Student disrespect for teachers	n.	080	1 ☐	2 ☐	3 ☐	4 ☐
o. Physical abuse of teachers	o.	081	1 ☐	2 ☐	3 ☐	4 ☐

14. *Continued*
For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

			Serious	Moderate	Minor	Not a problem
p. Verbal abuse of teachers	**p.**	082	1 ☐	2 ☐	3 ☐	4 ☐
q. Lack of academic challenge	**q.**	083	1 ☐	2 ☐	3 ☐	4 ☐
r. Lack of parent involvement	**r.**	084	1 ☐	2 ☐	3 ☐	4 ☐
s. Parental alcoholism and/or drug abuse	**s.**	085	1 ☐	2 ☐	3 ☐	4 ☐
t. Poverty	**t.**	086	1 ☐	2 ☐	3 ☐	4 ☐
u. Racial tension	**u.**	087	1 ☐	2 ☐	3 ☐	4 ☐
v. Cultural conflict	**v.**	088	1 ☐	2 ☐	3 ☐	4 ☐

15. Using the scale 1-6, where 1 is "None" and 6 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.

Mark (X) the appropriate box on each line.

None ⟶ **A great deal**

a. Establishing curriculum								
(1) State Department of Education	*SEACURRC*	100	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) School board	*BRDCURRC*	101	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Principal	*PRNCURRC*	102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Teachers	*TEACURRC*	103	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Librarians/Media specialists	*LIBCURRC*	104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(6) Parent association	*PARCURRC*	105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Hiring new full-time teachers								
(1) School board	*BRDHIRNG*	106	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal	*PRNHIRNG*	107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	*TEAHIRNG*	108	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Parent association	*PARHIRNG*	109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting discipline policy								
(1) State Department of Education	*SEADISPL*	110	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) School board	*BRDDISPL*	111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Principal	*PRNDISPL*	112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Teachers	*TEADISPL*	113	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Parent association	*PARDISPL*	114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

16. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 – **Building basic literacy skills (reading, math, writing, speaking)**
2 – **Encouraging academic excellence**
3 – **Promoting occupational or vocational skills**
4 – **Promoting good work habits and self-discipline**
5 – **Promoting personal growth (self-esteem, self-knowledge, etc.)**
6 – **Promoting human relations skills**
7 – **Promoting specific moral values**
8 – **Promoting multicultural awareness or understanding**

115 ______ Most important

116 ______ Second most important

117 ______ Third most important

17. On a scale from 1 to 5, where 1 is "Poor" and 5 is "Excellent," how would you rate the quality of the following?

		Poor				**Excellent**
a. **Your teaching staff in general, that is, all teachers in this school?**	118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. **Experienced teachers, that is, those with more than 3 years of teaching experience?**	119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
		0 ☐ No experienced teachers				
c. **New teachers, that is, those with 3 or less years of teaching experience?**	120	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
		0 ☐ No new teachers				

18. **Are you male or female?**	121	1 ☐ Male 2 ☐ Female
19a. **What is your race?** *Mark (X) only one box.*	122	1 ☐ American Indian, Alaskan Native *(Aleut, Alaskan Indian, Yupik, Inupiat) — Continue with b* 2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)* 3 ☐ Black 4 ☐ White *Skip to item 20* (for 2, 3, 4)
b. **Are you enrolled in a state or federally recognized tribe?**	123	1 ☐ Yes 2 ☐ No
20. **Are you of Hispanic origin?**	124	1 ☐ Yes 2 ☐ No
21. **What is your year of birth?**	125	1 9 ☐ ☐
22. **Please give your name, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.**		Name *(Please print)* Telephone number *(Include area code)* Area code | Number Day(s) and time(s) it would be convenient to contact you, if necessary

This completes the questionnaire. Thank you for assisting us in this important research. Your time and effort are appreciated.

BEST COPY AVAILABLE

Private School Administrator Questionnaire (SASS 2B)

FORM **SASS-2B**
(11-16-90)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PRIVATE SCHOOL ADMINISTRATOR QUESTIONNAIRE
1990—1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

The principal/head of the school named on the address label should complete this questionnaire and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

If you have any questions, please call the Census Bureau COLLECT at (301) 763-5507.

If the school named on the label is no longer in operation or does NOT have an administrator, head, or principal, mark the appropriate box below.

001 1 ☐ School no longer in operation
2 ☐ School has no administrator

If you marked one of the boxes above, do not complete this questionnaire. Please return it to the Bureau of the Census in the enclosed preaddressed envelope. Thank you for your cooperation.

Please correct any errors in name and address, including ZIP Code.

THIS SURVEY HAS BEEN ENDORSED BY —

American Montessori Society

Christian Schools International

Council on American Private Education

Evangelical Lutheran Church in America

Friends Council on Education

General Council of Seventh-Day Adventists

Lutheran Church, Missouri Synod

National Association of Episcopal Schools

National Association of Independent Schools

National Catholic Educational Association

U.S. Catholic Conference

BEST COPY AVAILABLE

Dear Principal/Headmaster/Headmistress:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the School Administrator Survey for the 1990-91 Schools and Staffing Survey. Your school is one of 9,900 public and 3,300 private schools across the Nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987–88, is an integrated set of surveys consisting of the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the School Administrator Survey is to obtain information about the training, experience, and professional background of school principals.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other principals/headmasters/headmistresses. I therefore encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 20 minutes. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

INSTRUCTIONS

It is important that this questionnaire be completed by the school administrator (i.e., the principal or head), not by anyone else at the school.

Most of the items on this form are arranged so that the questions are on the left side and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the answer space provided. We suggest that you use a pencil rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later items or to continue with the next item on the questionnaire.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763 – 5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

---

1. Were you the principal/head of this school in the spring of 1988?

011
1 ☐ Yes
2 ☐ No

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 2, 3, AND 4

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Cross-cultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

2a. Do you have a bachelor's degree?

012
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 4a*

b. What was your major field of study?
Enter the major field and the two-digit code from list above.

013
☐☐ Code ______ Major field

c. In what year did you receive your bachelor's degree?

014
1 9 ☐☐

d. Did you have a second major or minor field of study?

015
1 ☐ Yes — *Continue with e*
2 ☐ No — *Skip to item 3a*

e. What was your second major or minor field of study?
Enter the field and the two-digit code from list above.

016
☐☐ Code ______ Second major or minor field

3a. Do you have a master's degree?

017 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 4a*

b. What was your major field of study?
Enter the major field and the two-digit code from list on page 3.

018 ☐☐ Code ______ Major field

c. In what year did you receive your master's degree?

019 1 9 ☐☐

4a. Do you have any other type of degree?

020 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 5a*

b. What other degree(s) have you earned?
Mark (X) all that apply in column (b) below.

c. What was your major field of study for each degree?
In column (c) below, enter the field name and the appropriate two-digit code from the list on page 3.

d. In what year did you receive each degree?

(b) Other degree(s) earned – *Mark (X) all that apply.*	(c) Major field code – *(See list on page 3)*	(d) Year degree received
021 1 ☐ Associate degree	022 ☐☐ Code ______ Major field	023 1 9 ☐☐
024 2 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	025 ☐☐ Code ______ Major field	026 1 9 ☐☐
027 3 ☐ Doctorate or first professional degree (Ph.D., Ed. D., M.D., L.L.B., J.D., D.D.S.)	028 ☐☐ Code ______ Major field	029 1 9 ☐☐

5a. How many years of elementary or secondary teaching experience did you have PRIOR to becoming a principal? – *Count part of a year as 1 year.*

030 ______ Years of teaching
0 ☐ None

b. How many years of elementary or secondary teaching experience have you had SINCE becoming a principal? – *Count part of a year as 1 year.*

031 ______ Years of teaching
0 ☐ None

CHECK ITEM A

Refer to items 5a and 5b above.
Did you answer "1" or more to question 5a or 5b?

032 1 ☐ Yes — *Continue with item 6*
2 ☐ No — *Skip to item 7*

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 6

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
04 American Indian/Native American studies
05 Art
06 Basic skills and remedial education
07 Bilingual education
08 Computer science
09 English/language arts
10 English as a second language

Special areas *(Continued)*
11 Foreign language
12 Gifted
13 Health, physical education
14 Home economics (nonvocational)
15 Mathematics
16 Music
17 Reading
18 Religion/philosophy
19 Social studies/social science

Science
21 Biology
22 Chemistry
23 Geology/earth science
24 Physics
25 General and all other science

31 Library/media specialist

Vocational education
41 Agriculture
42 Business
43 Marketing
44 Health occupations
45 Vocational home economics
46 Trade and industry
47 Technical
48 Other vocational education

51 Special education
61 All others

6. In your most recent year of teaching, what was the field of your MAIN TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes? — *Use the codes listed above to record your assignment field. If your teaching schedule was divided equally between two fields, record either field as your main assignment field.*

033 ☐☐ Main assignment field code

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7. What other school positions, if any, did you hold before you became a principal? *Mark (X) all that apply.*	034 035 036 037 038 039 040	1 ☐ Department head or curriculum coordinator 2 ☐ Assistant principal or program director 3 ☐ Guidance counselor 4 ☐ Athletic coach 5 ☐ Sponsor for student clubs, debate teams 6 ☐ Other – *Specify* ______________ 0 ☐ None
8. Prior to becoming an administrator, did you participate in any school training or development program for ASPIRING school administrators?	*ASPIRING* 041	1 ☐ Yes 2 ☐ No
9. Prior to this school year, how many years have you been employed in each of the following positions? – *If less than one year, enter "1." If none, mark the box.*		
a. As the principal in this school?	044	_______ Years 0 ☐ None
b. As the principal in other schools?	045	_______ Years 0 ☐ None
c. In other school administrative positions?	046	_______ Years 0 ☐ None
d. In other nonteaching nonadministrative positions in elementary and secondary education, e.g., a guidance counselor or school psychologist?	047	_______ Years 0 ☐ None
e. In professional positions outside elementary and secondary education?	048	_______ Years 0 ☐ None
10. Aside from college coursework for a degree, have you had any of these types of training for your current position? *Mark (X) all that apply.*	049 050 051 052	1 ☐ Inservice training in evaluation and supervision 2 ☐ Training in management techniques 3 ☐ An administrative internship 0 ☐ None of the above
11a. How long do you plan to remain a principal? *Mark (X) only one box.*	053	1 ☐ As long as I am able 2 ☐ Until I am eligible for retirement } *Continue wit* 3 ☐ Will probably continue unless something better comes along 4 ☐ Definitely plan to leave as soon as possible 5 ☐ Undecided at this time } *Skip to item 1*
b. In how many years do you plan to retire from your position as a principal? *If less than one year, enter 1.*	054	_______ Years
12a. What is your current ANNUAL salary for this position before taxes and deductions?	055	$ ______________ .00 Annual salary 0 ☐ Position is unpaid
b. For how many months of the year are you employed as the administrator in this school?	056	_______ Months employed

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13. Which of these benefits do you receive, in whole or in part, from this school in addition to your salary?

Mark (X) all that apply.

057	1 ☐ Housing or housing expenses
058	2 ☐ Meals
059	3 ☐ Tuition for your children
060	4 ☐ College tuition for yourself
061	5 ☐ General medical insurance
062	6 ☐ Dental insurance
063	7 ☐ Group life insurance
064	8 ☐ Car/transportation expenses
065	9 ☐ Pension contributions
066	0 ☐ None of the above

14. For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

			Serious	Moderate	Minor	Not a problem
a. Teacher absenteeism	a.	067	1 ☐	2 ☐	3 ☐	4 ☐
b. Student tardiness	b.	068	1 ☐	2 ☐	3 ☐	4 ☐
c. Student absenteeism	c.	069	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	d.	070	1 ☐	2 ☐	3 ☐	4 ☐
e. Students dropping out	e.	071	1 ☐	2 ☐	3 ☐	4 ☐
f. Student apathy	f.	072	1 ☐	2 ☐	3 ☐	4 ☐
g. Physical conflicts among students	g.	073	1 ☐	2 ☐	3 ☐	4 ☐
h. Robbery or theft	h.	074	1 ☐	2 ☐	3 ☐	4 ☐
i. Vandalism of school property	i.	075	1 ☐	2 ☐	3 ☐	4 ☐
j. Student pregnancy	j.	076	1 ☐	2 ☐	3 ☐	4 ☐
k. Student use of alcohol	k.	077	1 ☐	2 ☐	3 ☐	4 ☐
l. Student drug abuse	l.	078	1 ☐	2 ☐	3 ☐	4 ☐
m. Student possession of weapons	m.	079	1 ☐	2 ☐	3 ☐	4 ☐
n. Student disrespect for teachers	n.	080	1 ☐	2 ☐	3 ☐	4 ☐
o. Physical abuse of teachers	o.	081	1 ☐	2 ☐	3 ☐	4 ☐

14. *Continued*

For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

			Serious	Moderate	Minor	Not a problem
p. Verbal abuse of teachers	**p.**	082	1 ☐	2 ☐	3 ☐	4 ☐
q. Lack of academic challenge	**q.**	083	1 ☐	2 ☐	3 ☐	4 ☐
r. Lack of parent involvement	**r.**	084	1 ☐	2 ☐	3 ☐	4 ☐
s. Parental alcoholism and/or drug abuse	**s.**	085	1 ☐	2 ☐	3 ☐	4 ☐
t. Poverty	**t.**	086	1 ☐	2 ☐	3 ☐	4 ☐
u. Racial tension	**u.**	087	1 ☐	2 ☐	3 ☐	4 ☐
v. Cultural conflict	**v.**	088	1 ☐	2 ☐	3 ☐	4 ☐

15. **Using the scale 1-6, where 1 is "None" and 6 is "A great deal," indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities.**

Mark (X) the appropriate box on each line.

None → **A great deal**

a. Establishing curriculum								
(1) Governing board	*BRDCURRC*	101	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	*PRNCURRC*	102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	*TEACURRC*	103	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Librarians/Media specialists	*LIBCURRC*	104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Parent association	*PARCURRC*	105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Hiring new full-time teachers								
(1) Governing board	*BRDHIRNG*	106	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	*PRNHIRNG*	107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	*TEAHIRNG*	108	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Parent association	*PARHIRNG*	109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting discipline policy								
(1) Governing board	*BRDDISPL*	111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	*PRNDISPL*	112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	*TEADISPL*	113	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Parent association	*PARDISPL*	114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

16. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 – Building basic literacy skills (reading, math, writing, speaking)
2 – Encouraging academic excellence
3 – Promoting occupational or vocational skills
4 – Promoting good work habits and self-discipline
5 – Promoting personal growth (self-esteem, self-knowledge, etc.)
6 – Promoting human relations skills
7 – Promoting specific moral values
8 – Fostering religious or spiritual development

115 ________ Most important
116 ________ Second most important
117 ________ Third most important

17. On a scale from 1 to 5, where 1 is "Poor" and 5 is "Excellent," how would you rate the quality of the following?

		Poor →				Excellent
a. Your teaching staff in general, that is, all teachers in this school?	118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Experienced teachers, that is, those with more than 3 years of teaching experience?	119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
		0 ☐ No experienced teachers				
c. New teachers, that is, those with 3 or less years of teaching experience?	120	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
		0 ☐ No new teachers				

18. Are you male or female?

121
1 ☐ Male
2 ☐ Female

19a. What is your race?

Mark (X) only one box.

122
1 ☐ American Indian, Alaskan Native *(Aleut, Alaskan Indian, Yupik, Inupiat) – Continue with b*
2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3 ☐ Black
4 ☐ White
} *Skip to item 20*

b. Are you enrolled in a state or federally recognized tribe?

123
1 ☐ Yes
2 ☐ No

20. Are you of Hispanic origin?

124
1 ☐ Yes
2 ☐ No

21. What is your year of birth?

125 | 1 | 9 | | |

22. Please give your name, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name *(Please print)*

Telephone number *(Include area code)*
Area code
Number

Day(s) and time(s) it would be convenient to contact you, if necessary

This completes the questionnaire. Thank you for assisting us in this important research. Your time and effort are appreciated.

Public School Questionnaire (SASS 3A)

FORM **SASS-3A**
(11-16-90)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PUBLIC SCHOOL QUESTIONNAIRE
1990—1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please complete this questionnaire with information about the SCHOOL named on the label and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

If the school's name or level is different from that indicated on the label, please call the Census Bureau collect at (301) 763-5507.

If you have any other questions, you can call the Census Bureau collect.

If the school named on the label is no longer in operation, mark the box below and return this questionnaire to the Census Bureau in the enclosed envelope.

001 1 ☐ School no longer in operation
OPERATE

THIS SURVEY HAS BEEN ENDORSED BY —

American Association for Counseling and Development

American Association of School Administrators

American Federation of Teachers

Council of Chief State School Officers

National Association of Elementary School Principals

National Association of Secondary School Principals

National Education Association

Please correct any errors in name and address, including ZIP Code.

⇩

Dear Principal:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the School Survey for the 1990–91 Schools and Staffing Survey. Your school is one of 9,900 public and 3,300 private schools across the Nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987–88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the School Survey is to obtain information about schools such as staff-pupil ratio, student characteristics, staffing patterns, and teacher turnover.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other schools. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132, in the preaddressed envelope enclosed for your convenience.**

Thank you for your cooperation in this very important effort.

Sincerely,

Elliott

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average one hour per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil or a typewriter, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to a later item or to continue with the next item on the questionnaire.

Unless otherwise indicated, all questions refer to the 1990–91 school year.

If you are unsure about how to answer a question, give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763–5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

a. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name

Title

Telephone number *(Include area code)*
Area code | Number

Convenient days/times to reach you, if necessary

b. Does this school serve students in ANY of grades 1 through 12 or comparable ungraded levels?

011
SCREENB

1 ☐ Yes – *Continue with item 1 on next page*
2 ☐ No – *Stop now and return this questionnaire to the Bureau of the Census in the enclosed envelope*

Thank you for your time.

Remarks – *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

BEST COPY AVAILABLE

SECTION 1 — SCHOOL CHARACTERISTICS

1. **How many students (in head counts) were enrolled in THIS SCHOOL in grades K—12 or comparable ungraded levels —**

Include only students enrolled in the school named on the questionnaire label. Do NOT include prekindergarten or postsecondary students.

a. On or about October 1 of THIS SCHOOL YEAR? 012 THISYEAR ________ Students

b. On or about October 1 of LAST SCHOOL YEAR? 013 LASTYEAR ________ Students

0 ☐ School not operating in Fall 1989

2. **What is the level of this school?**

Mark (X) only one box.

014 SCHLEVEL
1 ☐ Elementary
2 ☐ Middle school/junior high
3 ☐ Secondary
4 ☐ Combined elementary and secondary

3. **What type of school is this?**

Mark (X) only one box.

015 PGMTYPE
1 ☐ REGULAR elementary or secondary

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS — e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.

4 ☐ SPECIAL EDUCATION — serves primarily handicapped students

5 ☐ VOCATIONAL/TECHNICAL — serves primarily students being trained for occupations

6 ☐ ALTERNATIVE — offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into regular, special education, or vocational school

4. **What percent of K—12 students enrolled in this school are male?**

Do NOT include prekindergarten or postsecondary students. Record the percent in whole numbers, not tenths; do not enter a decimal point.

016 PCTMALE ________ .0 %

5. **Which of these best describes the community in which this school is located?**

Mark (X) only one box.

017 LOCALE
1 Large Central City
2 Mid-size Central City
3 Urban fringe of Large City
4 Urban fringe of Mid-size City
5 Large town
6 Small town
7 Rural

6. **How many days are in the school year for students in this school?**

018 NUMDAYS ________ Days

SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

7. How long is the school day for most students in this school?

Report BOTH hours and minutes, e.g., "6" hours and "0" minutes, "5" hours and "45" minutes, etc. If the length of day varies by grade level, record the longest day.

019 *NUMHOURS* ________ Hours

AND

020 *NUMMNTE* ________ Minutes

8. How many K–12 students were absent the most recent school day?

Include both excused and unexcused absences. Do NOT include prekindergarten or postsecondary students.

021 *ABSNTST* ________ Students

0 ☐ None

9. How many K–12 students in this school are –

Do NOT include prekindergarten or postsecondary students.

a. American Indian or Alaskan Native?

022 *AMINDSTU* ________ Students

0 ☐ None

b. Asian or Pacific Islander?

023 *ASIANSTU* ________ Students

0 ☐ None

c. Hispanic, regardless of race? *(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)*

024 *HISPNSTU* ________ Students

0 ☐ None

d. Black (not of Hispanic origin)?

025 *BLACKSTU* ________ Students

0 ☐ None

e. White (not of Hispanic origin)?

026 *WHITESTU* ________ Students

0 ☐ None

Remarks – *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

10. **For each of the following programs or services, please indicate whether it is available to students in this school, either during or outside of regular school hours, and regardless of funding source.**

Do not include prekindergarten or postsecondary students.

a. **English as a second language – students with limited English proficiency are provided with intensive instruction in English.**

ESOLPGM 027 1 ☐ Yes – **How many students participate in this program?** → *ESOLNUM* 028 ________
2 ☐ No

b. **Bilingual education – native language is used to varying degrees in instructing students with limited English proficiency.**
For example, transitional bilingual education and structured immersion

BILNGPGM 029 1 ☐ Yes – **How many students participate in this program?** → *BILNGNUM* 030 ________
2 ☐ No

c. **Remedial reading – organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.**

READPGM 031 1 ☐ Yes – **How many students participate in this program?** → *READNUM* 032 ________
2 ☐ No

d. **Remedial mathematics – organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.**

MATHPGM 033 1 ☐ Yes – **How many students participate in this program?** → *MATHNUM* 034 ________
2 ☐ No

e. **Programs for handicapped students – instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped students.**

SPECLPGM 035 1 ☐ Yes – **How many students participate in this program?** → *SPCLNUM* 036 ________
2 ☐ No

f. **Programs for the gifted and talented – activities designed to permit gifted and talented students to further develop their abilities.**

GIFTDPGM 037 1 ☐ Yes – **How many students participate in this program?** → *GIFTDNUM* 038 ________
2 ☐ No

g. **Diagnostic and prescriptive services – services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.**

DIAGNPGM 039 1 ☐ Yes – **How many students received this service?** → *DIAGNNUM* 040 ________
2 ☐ No

h. **Extended day or before- or after-school day-care programs.**

AFTERPGM 041 1 ☐ Yes – **How many students participate in this program?** → *AFTERNUM* 042 ________
2 ☐ No

11a. **Does this school offer a PREKINDERGARTEN program, i.e., a program for students in the year immediately before kindergarten?**

PKOFFER 043 1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 12a*

b. **How many days per week is prekindergarten offered at this school?**

PKNUMDAY 044 ________ Days per week

c. **How long is the school day for the prekindergarten program?**

Mark (X) only one box.

PKLENDAY 045 1 ☐ Half day
2 ☐ Full day
3 ☐ Both offered

SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

12a. Does this school offer a KINDERGARTEN program?	046 *KGOFFER*	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 13a*
b. How many days per week do the kindergarten students attend this school?	047 *KGNUMDAY*	________ Days per week
c. How long is the school day for the kindergarten program? *Mark (X) only one box.*	048 *KGLENDAY*	1 ☐ Half day 2 ☐ Full day 3 ☐ Both offered
13a. Does this school have a library/media center?	049 *OWNLIBRY*	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 14a*
b. Do all students in this school have access to the library/media center?	050 *LIBRYALL*	1 ☐ Yes 2 ☐ No
14a. Does this school provide Chapter 1 services under the Elementary and Secondary Education Act as amended, i.e., federal funds for the special educational needs of disadvantaged children?	051 *CHPTRONE*	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 15a*
b. How many students are served?	052 *ONESVPK*	________ Prekindergarten students 0 ☐ None
	053 *ONESVK12*	________ K – 12 students 0 ☐ None
c. How many Chapter 1 teachers and/or teacher aides are at this school?	054 *ONETEACH*	________ Teachers and/or teacher aides 0 ☐ None
15a. Are any of the students in this school eligible for free or reduced-price lunches that are paid for with public funds, e.g., Federal government or other government?	055 *FREELNCH*	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 16a*
b. How many students receive free or reduced-price lunches?	056 *LUNCHPK*	________ Prekindergarten students 0 ☐ None
	057 *LUNCHK12*	________ K – 12 students 0 ☐ None
	058 *NOLUNCH*	1 ☐ This school does not participate in the government lunch program

Remarks – *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

16a. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

ADMITREQ
059 1☐ Yes — *Continue with b*
2☐ No — *Skip to item 17a*

b. Which of these does this school use for admission?

Mark (X) all that apply.

ADMITEST 060 1☐ Admission test
ACHVTEST C61 2☐ Standardized achievement test
RECORDS 062 3☐ Academic record
SPECIAL 063 4☐ Special student needs
TALENT 064 5☐ Special student aptitudes
INTRVIEW 065 6☐ Personal interview
RECMNDS 066 7☐ Recommendations

NOTE: *If you marked only one box for item 16b, skip to item 17a.*

c. Of the categories marked for item 16b above, which is the most important consideration for admission and which is the second most important?

Enter the appropriate category numbers (1—7).

MOSTIMP
067 ________ Most important
068 ________ Second most important
SECNDIMP

17a. For what grade levels does this school offer instruction?

Mark the box for each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade.
Prekindergarten refers only to the year immediately prior to kindergarten.

b. How many students were enrolled in each grade on October 1 of this school year?

Report in head counts.

If instruction for a grade level is offered but no students are enrolled in that grade, mark the grade level box in column (a) and enter "0" in column (b).

	Instruction offered *Mark (X) all that apply.* (a)	Enrollment October 1, 1990 (b)
069 OFFERUG	1 ☐ Ungraded	070 NUMBRUG
071 OFFERPK	1 ☐ Prekindergarten	072 NUMBRPK
073 OFFERKG	1 ☐ Kindergarten	074 NUMBRKG
075 OFFER1	1 ☐ 1st	076 NUMBR1
077 OFFER2	1 ☐ 2nd	078 NUMBR2
079 OFFER3	1 ☐ 3rd	080 NUMBR3
081 OFFER4	1 ☐ 4th	082 NUMBR4
083 OFFER5	1 ☐ 5th	084 NUMBR5
085 OFFER6	1 ☐ 6th	086 NUMBR6
087 OFFER7	1 ☐ 7th	088 NUMBR7
089 OFFER8	1 ☐ 8th	090 NUMBR8
091 OFFER9	1 ☐ 9th	092 NUMBR9
093 OFFER10	1 ☐ 10th	094 NUMBR10
095 OFFER11	1 ☐ 11th	096 NUMBR11
097 OFFER12	1 ☐ 12th	098 NUMBR12
099 OFFERPS	1 ☐ Postsecondary	100 NUMBRPS
	TOTAL ⟶	101 ENRK12UG

18. Do any students in this school attend another elementary or secondary school for part of the day?

102 ELSEWHER
1☐ Yes — **How many?** ⟶ 103 ELSENUM ____________
2☐ No

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

19.	**Does THIS school (the school named on the questionnaire label) provide instruction for grade 12?**	*TWELFTH* 104 1 ☐ Yes — *Continue with item 20a* 2 ☐ No — *Skip to the note above item 24*
	For items 20a—22b, students may be enrolled in more than one program.	
20a.	**Does this school offer a college preparatory program?**	*COLLPREP* 105 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 21a*
b.	**How many students in grades 10—12 are enrolled in this program?**	*PREPNUM* 106 ________ Students 0 ☐ None
21a.	**Does this school offer a vocational/technical program?** *VOCTECH*	107 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 22a*
b.	**How many students in grades 10—12 are enrolled in this program?** *TECHNUM*	108 ________ Students 0 ☐ None
22a.	**Does this school offer a general program for students who do not plan to attend college?** *GENERAL*	109 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 23a*
b.	**How many students in grades 10—12 are enrolled in this program?** *GENLNUM*	110 ________ Students 0 ☐ None
23a.	**LAST SCHOOL YEAR, how many students were enrolled in 12th grade?**	*ENROL12* 111 ________ Students — *Continue with b* 0 ☐ No 12th graders in 1989-90 — *Skip to the note above item 24*
b.	**How many students were graduated from the 12th grade last year? Include 1990 summer graduates.**	*GRADNUM* 112 ________ Students — *Continue with c* 0 ☐ None — *Skip to the note above item 24*
c.	**How many of last year's graduates applied to two- or four-year colleges?**	*GRADAPLY* 113 ________ Graduates 0 ☐ None

Remarks — *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

SECTION 2 — STAFFING PATTERNS

NOTE: *For items 24 – 30, report the number of teachers for grades K – 12 and comparable ungraded levels only. Do not include teachers who teach ONLY prekindergarten or postsecondary students.* *Report in head counts, not FTEs.*	
24a. How many K – 12 teachers have FULL-TIME teaching positions at THIS school?	FULTEACH 114 ________ Full-time teachers o ☐ None
b. How many K – 12 teachers have PART-TIME teaching positions at THIS school? Include itinerant teachers.	PARTEACH 115 ________ Part-time teachers o ☐ None
c. What is the total number of K – 12 teachers at this school? *Total must equal 24a + 24b.*	TOTTEACH 116 ________ Total teachers
25. How many K – 12 teachers in this school are — *Include both full- and part-time teachers.* **a. American Indian or Alaskan Native?**	117 AMINDTCH ________ Teachers o ☐ None
b. Asian or Pacific Islander?	118 ASIANTCH ________ Teachers o ☐ None
c. Hispanic, regardless of race? *(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)*	119 HISPNTCH ________ Teachers o ☐ None
d. Black (not of Hispanic origin)?	120 BLACKTCH ________ Teachers o ☐ None
e. White (not of Hispanic origin)?	121 WHITETCH ________ Teachers o ☐ None
26. How many K – 12 teachers were absent the most recent school day? *Include both full- and part-time teachers.*	122 ABSNTCH ________ Teachers o ☐ None
27. How many K – 12 teachers have a degree beyond the bachelor's degree? *Include both full- and part-time teachers.*	123 AFTERBAC ________ Teachers o ☐ None
28. How many K – 12 teachers have taught for each of the following periods of time? Include years of teaching at this school and at any other elementary or secondary school — either public or private, part-time or full-time. Include this school year. *Include both full- and part-time teachers.* **a. Less than 3 years**	LESS3EXP 124 ________ Teachers o ☐ None
b. 3 - 9 years LESS10EX	125 ________ Teachers o ☐ None
c. 10 - 20 years LESS21EX	126 ________ Teachers o ☐ None
d. More than 20 years MOREXP21 **NOTE:** *Sum of a - d must equal the entry in item 24c.*	127 ________ Teachers o ☐ None

SECTION 2 — STAFFING PATTERNS — *Continued*

29a. How many K—12 teachers are NEW to this school this year? Include teachers who taught in this school in previous years but were not here last year. *Include both full- and part-time teachers.*	NEWTEACH 128 ________ New teachers — *Continue with b* o ☐ None — *Skip to item 30a*
b. Of those K—12 teachers who are new to this school *(item 29a above)*, **how many have their main teaching assignment in each of the following fields?** **(1) General elementary**	ELEMNEW 129 ________ Teachers o ☐ None
(2) Special education	SPCLNEW 130 ________ Teachers o ☐ None
(3) English	ENGLNEW 131 ________ Teachers o ☐ None
(4) Mathematics	MATHNEW 132 ________ Teachers o ☐ None
(5) Physical sciences	PHYSNEW 133 ________ Teachers o ☐ None
(6) Biology or life sciences	BIOSNEW 134 ________ Teachers o ☐ None
(7) English as a second language (ESL)	ESOLNEW 135 ________ Teachers o ☐ None
(8) Bilingual education	BLNGNEW 136 ________ Teachers o ☐ None
(9) Foreign language	LANGNEW 137 ________ Teachers o ☐ None
(10) Vocational or technical education	TECHNEW 138 ________ Teachers o ☐ None
(11) Other — *Specify* ____________________ **NOTE:** *Sum of (1)–(11) must equal the entry in item 29a above.*	OTHERNEW 139 ________ Teachers o ☐ None

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SECTION 2 – STAFFING PATTERNS – *Continued*

30a. How many K–12 teachers LEFT this school between October 1 of last school year and October 1 of this school year?	140 LFTTEACH ________ Teachers left – *Continue with b* 0 ☐ None – *Skip to item 31*
b. Of those K–12 teachers who LEFT this school *(item 30a above)*, **how many are no longer teaching in an elementary or secondary school?** *Include teachers who have retired and those who died.*	LFTTOTAL 141 ________ Teachers left teaching – *Continue with c* 0 ☐ None – All who left are still teaching } *Skip to item 31*
LFTUNK	142 1 ☐ Don't know } *Skip to item 31*
c. Of those K–12 teachers who left TEACHING *(item 30b above)*, **how many had their main assignment in each of the following fields?** *Include only those teachers who have left teaching.*	
(1) General elementary	LFTGENL 143 ________ Teachers 0 ☐ None
(2) Special education LFTSPECL	144 ________ Teachers 0 ☐ None
(3) English LFTENGL	145 ________ Teachers 0 ☐ None
(4) Mathematics LFTMATH	146 ________ Teachers 0 ☐ None
(5) Physical sciences LFTPHYS	147 ________ Teachers 0 ☐ None
(6) Biology or life sciences LFTBIO	148 ________ Teachers 0 ☐ None
(7) English as a second language (ESL) LFTESOL	149 ________ Teachers 0 ☐ None
(8) Bilingual education LFTBILNG	150 ________ Teachers 0 ☐ None
(9) Foreign language LFTLANG	151 ________ Teachers 0 ☐ None
(10) Vocational or technical education LFTVOTEC	152 ________ Teachers 0 ☐ None
(11) Other – *Specify* ________________ **NOTE:** *Sum of (1)–(11) must equal the entry in item 30b above.*	LFTOTHER 153 ________ Teachers 0 ☐ None

SECTION 2 — STAFFING PATTERNS — *Continued*

	FULL-TIME	PART-TIME
31. How many employees hold full- or part-time positions in this school in each of the following categories? *If an employee holds a position in more than one of the categories, count that person as part-time in each category that applies.*		
a. Principal(s)	FTHEADS 154 ______ 0 ☐ None	PTHEADS 155 ______ 0 ☐ None
b. Assistant principal(s)	FTASSIST 156 ______ 0 ☐ None	PTASSIST 157 ______ 0 ☐ None
c. Guidance counselors	FTGUIDES 158 ______ 0 ☐ None	PTGUIDES 159 ______ 0 ☐ None
d. Vocational counselors	FTVTCOUN 160 ______ 0 ☐ None	PTVTCOUN 161 ______ 0 ☐ None
e. Librarians and other professional media staff	FTLIBRNS 162 ______ 0 ☐ None	PTLIBRNS 163 ______ 0 ☐ None
f. Other professional staff such as curriculum specialists, administrative and business staff, social workers, and health professionals	FTPROSTF 164 ______ 0 ☐ None	PTPROSTF 165 ______ 0 ☐ None
g. Classroom teacher aides (paraprofessionals who assist classroom teachers)	FTAIDES 166 ______ 0 ☐ None	PTAIDES 167 ______ 0 ☐ None
h. Library or media center aides	FTMEDIA 168 ______ 0 ☐ None	PTMEDIA 169 ______ 0 ☐ None
i. All other noninstructional staff (include maintenance, food service, and clerical staff)	FTALLOTH 170 ______ 0 ☐ None	PTALLOTH 171 ______ 0 ☐ None

32a. Do any UNPAID VOLUNTEERS provide services for this school? Do not include students from this school as unpaid volunteers.	VOLNTSVC 172 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 33a*
b. How many unpaid volunteers provide services at this school on a CONTINUING OR SCHEDULED BASIS this school year?	VOLNTNUM 173 ______ Unpaid volunteers 0 ☐ None

Remarks — *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

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SECTION 2 – STAFFING PATTERNS – *Continued*

33a. Were there teaching vacancies in this school for this school year, i.e., teaching positions for which teachers were recruited and interviewed?

174 VACNCY
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 34*

b. Did this school have any teaching vacancies this school year that could not be filled with a teacher qualified in the course or grade level to be taught?

175 UNFILLED
1 ☐ Yes – *Continue with c*
2 ☐ No – *Skip to 33d*

c. Which of these methods did this school use to cover the vacancy(ies)?

Mark (X) all that apply.

CANCEL 176 1 ☐ Cancelled planned course offerings
EXPANDSZ 177 2 ☐ Expanded some class sizes
ADDSCTN 178 3 ☐ Added sections to other teachers' normal teaching loads
REASSIGN 179 4 ☐ Assigned a teacher of another subject or grade level to teach those classes
SUBTEACH 180 5 ☐ Used long-term and/or short-term substitutes
PRTEACH 181 6 ☐ Used part-time or itinerant teachers
LESSQUAL 182 7 ☐ Hired a less qualified teacher

d. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

Mark (X) one box for each line.

			No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
(1) General elementary	GENLVAC	183	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(2) Special education	SPECLVAC	184	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(3) English	ENGLVAC	185	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(4) Mathematics	MATHVAC	186	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(5) Physical sciences	PHYSVAC	187	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(6) Biology or life sciences	BIOSVAC	188	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(7) English as a second language (ESL) or bilingual education	ESOLVAC	189	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(8) Foreign language	FORGNVAC	190	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(9) Vocational education	VOTECVAC	191	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

34. Is there a formal teacher evaluation program in use in this school?

192 EVALTCH
1 ☐ Yes
2 ☐ No

35. Is there a formal program to help beginning teachers (such as a master or mentor teacher program) in use in this school? Do not include supervision of student teachers.

193 MENTOR
1 ☐ Yes
2 ☐ No

This completes the questionnaire. Thank you for assisting us in this important research. Your time and effort are appreciated.

Remarks — *Please use this space for any explanations that may be essential in understanding your reported data. Please include item number.*

Private School Questionnaire (SASS 3B)

FORM **SASS-3B**
(12-4-90)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PRIVATE SCHOOL QUESTIONNAIRE
1990—1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please complete this questionnaire with information about the school named on the label and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

If you have any questions, please call the Census Bureau COLLECT at (301) 763-5507.

If the school named on the label is no longer in operation, mark the box below and return this questionnaire to the Census Bureau in the enclosed envelope.

001 1 ☐ School no longer in operation
OPERATE

Please correct any errors in name and address, including ZIP Code.

⇩

THIS SURVEY HAS BEEN ENDORSED BY —

American Montessori Society
Christian Schools International
Council on American Private Education
Evangelical Lutheran Church in America
Friends Council on Education
General Council of Seventh-Day Adventists
Lutheran Church — Missouri Synod
National Association of Episcopal Schools
National Association of Independent Schools
National Catholic Educational Association
U.S. Catholic Conference

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Dear Principal/Headmaster/Headmistress:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Private School Survey for the 1990-91 Schools and Staffing Survey. Your school is one of 9,900 public and 3,300 private schools across the nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987–88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The Private School Survey is a combination of the Teacher Demand and Shortage Survey and the School Survey. These questionnaires have been combined and revised, and the resulting burden is significantly less than the 1987–88 version of these questionnaires. The purpose of the Private School Survey is to obtain information about schools such as staff-pupil ratio, student characteristics, staffing patterns, and teacher turnover, including the number of teaching positions that are filled or remain unfilled.

The U.S. Bureau of the Census is conducting the surveys for the NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other schools. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average two hours per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

INSTRUCTIONS

Most of the questions on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a typewriter or pencil, rather than a pen or marker.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later items or to continue with the next item on the questionnaire.

Unless otherwise indicated, all questions refer to the 1990-91 school year.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763 – 5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 3 weeks.

Remarks

Please keep count of the time required to obtain the information and complete this questionnaire. At the end of the questionnaire, record the amount of time spent.

a. Please give your name, title, telephone number, and the most convenient days/times to reach you. This information will be used only if it is necessary to clarify any of your responses.	Name Title Telephone number *(Include area code)* Area code · Number Convenient days/times to reach you, if necessary
b. Does this school serve students in ANY of grades 1 through 12 or comparable ungraded levels?	011 **SCREENB** 1 ☐ Yes – *Continue with item c* 2 ☐ No – *Stop now and return this questionnaire to the Bureau of the Census in the enclosed envelope. Thank you for your time.*
c. Is this school located in a private home that is used as a family residence?	012 **FAMLYRES** 1 ☐ Yes – *Stop now and return this questionnaire to the Bureau of the Census in the enclosed envelope. Thank you for your time.* 2 ☐ No – *Continue with page 4*

SECTION 1 — SCHOOL CHARACTERISTICS

1. What is the level of this school?

Mark (X) only one box.

SCHLEVEL
013
1 ☐ Elementary
2 ☐ Middle school/junior high
3 ☐ Secondary
4 ☐ Combined elementary and secondary

2a. For what grade levels does this school offer instruction?
Mark (X) the box for each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade.

Prekindergarten refers only to the year immediately prior to kindergarten.

b. How many students were enrolled in each grade on October 1 of this school year?

Report in head counts.

If instruction for a grade level is offered but no students are enrolled in that grade, mark the grade level box in column (a) and enter "0" in column (b).

	Instruction offered *Mark (X) all that apply* **(a)**	Enrollment October 1, 1990 **(b)**
014 *OFFERUG*	1 ☐ Ungraded	015 *NUMBRUG*
016 *NURSEOFF*	1 ☐ Nursery	017 *NURSENUM*
018 *OFFERPK*	1 ☐ Prekindergarten	019 *NUMBRPK*
020 *OFFERKG*	1 ☐ Kindergarten	021 *NUMBRKG*
022 *OFFER1*	1 ☐ 1st	023 *NUMBR1*
024 *OFFER2*	1 ☐ 2nd	025 *NUMBR2*
026 *OFFER3*	1 ☐ 3rd	027 *NUMBR3*
028 *OFFER4*	1 ☐ 4th	029 *NUMBR4*
030 *OFFER5*	1 ☐ 5th	031 *NUMBR5*
032 *OFFER6*	1 ☐ 6th	033 *NUMBR6*
034 *OFFER7*	1 ☐ 7th	035 *NUMBR7*
036 *OFFER8*	1 ☐ 8th	037 *NUMBR8*
038 *OFFER9*	1 ☐ 9th	039 *NUMBR9*
040 *OFFER10*	1 ☐ 10th	041 *NUMBR10*
042 *OFFER11*	1 ☐ 11th	043 *NUMBR11*
044 *OFFER12*	1 ☐ 12th	045 *NUMBR12*
046 *OFFERPS*	1 ☐ Postsecondary	047 *NUMBRPS*
	TOTAL ⟶	048 *ENRK12UG*

3. Do any students in this school attend another elementary or secondary school for part of the day?

ELSEWHER
049
1 ☐ Yes — **How many?** ⟶ 050 *ELSENUM* ________
2 ☐ No

4. On October 1 of LAST SCHOOL YEAR, how many students were enrolled in grades K-12 or comparable ungraded levels in THIS school *(the school named on the cover page label)*?
Include only students who were enrolled in the school named on the questionnaire label. Do NOT include any nursery, prekindergarten, or postsecondary students.

LASTYEAR
051 ________ Students

5. How long is the school day for most students in this school?

Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of the day varies by grade level, record the longest day.

NUMHOURS
052 ________ Hours

AND

NUMMNTE
053 ________ Minutes

SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

6. How many days are in the school year for students in this school?

054 ______ Days
NUMDAYS

7. How many K – 12 students in this school are –

Do NOT include nursery, prekindergarten, or postsecondary students.

a. American Indian or Alaskan Native?

055 ______ Students
AMINDSTU 0 ☐ None

b. Asian or Pacific Islander?

056 ______ Students
ASIANSTU 0 ☐ None

c. Hispanic, regardless of race?
(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)

057 ______ Students
HISPNSTU 0 ☐ None

d. Black (not of Hispanic origin)?

058 ______ Students
BLACKSTU 0 ☐ None

e. White (not of Hispanic origin)?

059 ______ Students
WHITESTU 0 ☐ None

8a. Is this school coeducational?

060 1 ☐ Yes – *Continue with b*
COEDSCHL
2 ☐ No, it is an all-female school } *Skip to item 9*
3 ☐ No, it is an all-male school } *Skip to item 9*

b. What percent of K-12 students enrolled in this school are male?

Do NOT include nursery, prekindergarten, or postsecondary students.

Record percentage in whole numbers, not tenths. Do not enter a decimal point.

061 ______ .0 %
PCTMALE

9. How many K – 12 students were absent the most recent school day?

Include both excused and unexcused absences.

Do NOT include nursery, prekindergarten, or postsecondary students.

062 ______ Students
ABSNTST 0 ☐ None

10. How many K – 12 students board at this school?

Do NOT include nursery, prekindergarten, or postsecondary students.

063 ______ Students
BOARDNUM 0 ☐ None

064 1 ☐ All students board
ALLBOARD

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

11. Which of these best describes the community in which this school is located?

Mark (X) only one box.

LOCALE

065

1 Large Central City
2 Mid-size Central City
3 Urban fringe of Large City
4 Urban fringe of Mid-size City
5 Large town
6 Small town
7 Rural

12a. Does this school have a religious orientation, purpose, or affiliation?

AFFILPUR

066 1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 13 on page 7*

b. Is this school formally affiliated with a national religious denomination?

RELIGDEN

067 1 ☐ Yes
2 ☐ No

c. What is this school's religious orientation or affiliation?

Mark (X) only one box.

AFFILIAT

068 1 ☐ Roman Catholic — *Continue with d*
2 ☐ Amish
3 ☐ Assembly of God
4 ☐ Baptist
5 ☐ Calvinist
6 ☐ Christian (no specific denomination)
7 ☐ Church of Christ
8 ☐ Church of God
9 ☐ Disciples of Christ
10 ☐ Episcopal
11 ☐ Friends
12 ☐ Greek Orthodox
13 ☐ Islamic
14 ☐ Jewish
15 ☐ Latter Day Saints
16 ☐ Lutheran Church — Missouri Synod
17 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
18 ☐ Wisconsin Evangelical Lutheran Synod
19 ☐ Other Lutheran
20 ☐ Mennonite
21 ☐ Methodist
22 ☐ Pentecostal
23 ☐ Presbyterian
24 ☐ Seventh-Day Adventist
25 ☐ Other — *Specify* ↙

____

Skip to item 13 on page 7

Answer this item if you marked Roman Catholic (box 1) in item 12c above.

d. Is this school —

Mark (X) only one box.

CATHTYPE

069 1 ☐ **Parochial (or inter-parochial)?**
2 ☐ **Diocesan?**
3 ☐ **Private?**

13. Which associations or organizations does this school belong to?

Mark (X) all that apply.

070	ACE	1	☐ Accelerated Christian Education
071	ASN	2	☐ Alternative School Network
072	NCACS	3	☐ National Coalition of Alternative Community Schools
073	AACS	4	☐ American Association of Christian Schools
074	AMONTSRI	5	☐ American Montessori Society
075	OTHMTSRI	6	☐ Other Montessori association(s)
076	ACSI	7	☐ Association of Christian Schools International
077	MLTRYSCH	8	☐ Association of Military Colleges and Schools
078	BILNGSCH	9	☐ Bilingual School Association
079	CBE	10	☐ Council of Bilingual Education
080	OTHBILNG	11	☐ Other association(s) for bilingual education
081	CSI	12	☐ Christian Schools International
082	CEC	13	☐ Council for Exceptional Children
083	NAPEC	14	☐ National Association of Private Schools for Exceptional Children
084	OTHXPCHL	15	☐ Other association(s) for exceptional children
085	ECEA	16	☐ Early Childhood Education Association
086	OTHECE	17	☐ Other early childhood education association(s)
087	OTHINTL	18	☐ European Council for International Schools
088	ECIS	19	☐ Other association(s) for international schools
089	FRIENDS	20	☐ Friends Council on Education
090	SVNTHDAY	21	☐ General Conference of Seventh-Day Adventists
091	EPISCPLS	22	☐ National Association of Episcopal Schools
092	NAIS	23	☐ National Association of Independent Schools
093	NIPSA	24	☐ National Independent Private School Association
094	OTHINDPV	25	☐ Other independent school association(s)
095	LABSCHLS	26	☐ National Association of Laboratory Schools
096	NCEA	27	☐ National Catholic Educational Association
097	JESUITS	28	☐ Jesuit Secondary Education Association
098	NCNE	29	☐ National Center for Neighborhood Enterprise
099	NFCS	30	☐ National Federation of Church Schools
100	HBREWDAY	31	☐ National Society of Hebrew Day Schools
101	SCHECHTR	32	☐ Solomon Schechter Day Schools
102	OTHJEWSH	33	☐ Other Jewish school association(s)
103	ORALRBTS	34	☐ Oral Roberts Educational Fellowship
104	OTHCHRST	35	☐ Other Christian school association(s)
105	OTHRELIG	36	☐ Other religious school association(s)
106	NONRELIG	37	☐ Other nonreligious school association(s)
107	NONE2	0	☐ None

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SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

14. Which of these best describes this school?

Mark (X) only one box.

PGMTYPE

108

1 ☐ REGULAR elementary or secondary

2 ☐ MONTESSORI

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted sc

4 ☐ SPECIAL EDUCATION – serves primarily handicapped students

5 ☐ VOCATIONAL/TECHNICAL – serves primarily students being trained for occupations

6 ☐ ALTERNATIVE – offers a curriculum designed provide alternative or nontraditional education does not specifically fall into regular, special education, or vocational school

15. For each of the following programs or services, please indicate whether it is available to students in this school, either during or outside of regular school hours, and regardless of funding source.

Do NOT include nursery, prekindergarten, or postsecondary students.

a. English as a second language – students with limited English proficiency are provided with intensive instruction in English.

ESOLPGM 109 1 ☐ Yes – How many students participate in this program? ► *ESOLNUM* 110 ______

2 ☐ No

b. Bilingual education – native language is used to varying degrees in instructing students with limited English proficiency. *For example, transitional bilingual education and structured immersion*

BILNGPGM 111 1 ☐ Yes – How many students participate in this program? ► *BILNGNUM* 112 ______

2 ☐ No

c. Remedial reading – organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.

READPGM 113 1 ☐ Yes – How many students participate in this program? ► *READNUM* 114 ______

2 ☐ No

d. Remedial mathematics – organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.

MATHPGM 115 1 ☐ Yes – How many students participate in this program? ► *MATHNUM* 116 ______

2 ☐ No

e. Programs for handicapped students – instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped students.

SPECLPGM 117 1 ☐ Yes – How many students participate in this program? ► *SPCLNUM* 118 ______

2 ☐ No

f. Programs for the gifted and talented – activities designed to permit gifted and talented students to further develop their abilities.

GIFTDPGM 119 1 ☐ Yes – How many students participate in this program? ► *GIFTDNUM* 120 ______

2 ☐ No

g. Diagnostic and prescriptive services – services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.

DIAGNPGM 121 1 ☐ Yes – How many students received this service? ► *DIAGNNUM* 122 ______

2 ☐ No

h. Extended day or before- or after-school day-care programs.

AFTERPGM 123 1 ☐ Yes – How many students participate in this program? ► *AFTERNUM* 124 ______

2 ☐ No

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SECTION 1 – SCHOOL CHARACTERISTICS – *Continued*

16a. Does this school offer a kindergarten program?

125 KGOFFER
1 ☐ Yes – *Continue with b*
☐ No – *Skip to item 17a*

b. How many days per week do the kindergarten students attend this school?

126 KGNUMDAY ________ Days per week

c. How long is the school day for students in the kindergarten program?

Mark (X) only one box.

127 KGLENDAY
1 ☐ Half day
2 ☐ Full day
3 ☐ Both offered

17a. Does this school have a library/media center?

128 OWNLIBRY
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 18a*

b. Do all students in this school have access to the library/media center?

129 LIBRYALL
1 ☐ Yes
2 ☐ No

18a. Does this school provide Chapter 1 services under the Elementary and Secondary Education Act as amended, i.e., federal funds for the special educational needs of disadvantaged children?

130 CHPTRONE
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 19a*

b. How many students are served?

131 ONESVPK ________ Prekindergarten and nursery students
0 ☐ None

132 ONESVK12 ________ K – 12 students
0 ☐ None

c. How many Chapter 1 teachers and/or teacher aides are at this school?

133 ONETEACH ________ Teachers and/or teacher aides

19a. Does this school charge tuition for any students?

134 CHARGETU
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 20a*

b. Does this school have any policy for modifying or discounting tuition rates, e.g., on the basis of additional students from the same family, financial need, church membership, etc.?

135 DISCOUNT
1 ☐ Yes
2 ☐ No

c. What is the highest ANNUAL tuition charged by this school for a full-time student? Do not include boarding fees.

136 TUITIN $________ .00 per year

20a. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

137 ADMITREQ
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 21 on page 10*

b. Which of these does this school use for admission?

Mark (X) all that apply.

138 ADMITEST 1 ☐ Admission test
139 ACHVTEST 2 ☐ Standardized achievement test
140 RECORDS 3 ☐ Academic record
141 SPECIAL 4 ☐ Special student needs
142 TALENT 5 ☐ Special student aptitudes
143 INTRVIEW 6 ☐ Personal interview
144 RECMNDS 7 ☐ Recommendations
145 RELIGAFF 8 ☐ Religious affiliation

NOTE: ***If you marked only one box for item 20b, skip to item 21.***

c. Of the categories marked for item 20b above, which is the most important consideration for admission and which is the second most important?

Enter the appropriate category numbers (1 – 8).

146 MOSTIMP ________ Most important
147 SECNDIMP ________ Second most important

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SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

21. Does this school provide instruction for grade 12?	*TWELFTH* 148 1 ☐ Yes — *Continue with item 22a* 2 ☐ No — *Skip to the instructions above item 27 on page 11*
22a. For high school graduation for students in the class of 1991, how many years of instruction are required in each of the following areas? *Record the number to the nearest tenth, e.g., 3.0, 2.5, etc. If none, mark (X) the "None" box.*	
(1) English/language arts	*YRSENGL* 149 ☐ . 0 ☐ None
(2) Mathematics	*YRSMATH* 150 ☐ . 0 ☐ None
(3) Computer science	*YRSCOMP* 151 ☐ . 0 ☐ None
(4) Social sciences/social studies (e.g., history, geography, economics)	*YRSSOC* 152 ☐ . 0 ☐ None
(5) Physical and biological sciences	*YRSSCI* 153 ☐ . 0 ☐ None
(6) Foreign language	*YRSLANG* 154 ☐ . 0 ☐ None
b. Do these requirements reflect a 3-year or a 4-year program?	*YRS3_4* 155 1 ☐ 3-year program 2 ☐ 4-year program
For items 23a – 25b, students may be enrolled in more than one program. **23a. Does this school offer a college preparatory program?**	*COLLPREP* 156 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 24a*
b. How many students in grades 10 – 12 are enrolled in this program?	*PREPNUM* 157 ______ Students 0 ☐ None
24a. Does this school offer a vocational or technical program?	*VOCTECH* 158 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 25a*
b. How many students in grades 10 – 12 are enrolled in this program?	*TECHNUM* 159 ______ Students 0 ☐ None
25a. Does this school offer a general program for students who do not plan to attend college?	*GENERAL* 160 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 26a*
b. How many students in grades 10 – 12 are enrolled in this program?	*GENLNUM* 161 ______ Students 0 ☐ None
26a. LAST SCHOOL YEAR, how many students were enrolled in 12th grade on or about October 1?	*ENROL12* 162 ______ Students — *Continue with b* 0 ☐ None — *Skip to instructions above item 27*
b. How many students graduated from 12th grade last year? Include 1990 summer graduates.	*GRADNUM* 163 ______ Graduates — *Continue with c* 0 ☐ None — *Skip to instructions above item 27*
c. How many of last year's graduates applied to two- or four-year colleges?	*GRADAPLY* 164 ______ Students 0 ☐ None

SECTION 2 – STAFFING PATTERNS

In questions 27–33, you are asked to report the number of **teachers** in this school in full-time equivalents (FTEs). For an individual teacher, the FTE would be the ratio of the time the person spends working as a teacher at this school to the time that would be spent by a full-time teacher.
The following are some examples:

- A teacher who works full time would have an FTE of 1.0 .
- A teacher who works half days for five days a week would have an FTE of .5.
- A teacher who works all day for one day each week would have an FTE of .2.
- A teacher who spends one-fifth of her time as a guidance counselor and four-fifths as a teacher would have an FTE of .8.
- Someone who works one-third time as a teacher in this school would have an FTE of .3.
- A school that has three full-time teachers (3.0) and one half-time teacher (.5) would have a total of 3.5 FTE teachers.
- A school that has five full-time teachers (5.0) and three half-time teachers (1.5) would have a total of 6.5 FTE teachers.

Note that FTEs are reported to the nearest **tenth**.

Count only TEACHERS. Do not count FTEs for guidance counselors, teachers' aides, daycare aides, etc.

27. How many FTE teachers were employed by this school at each of these levels on October 1 of THIS school year, and on October 1 of LAST school year?

Enter only one digit to the right of the decimal point. If the answer is a whole number, enter a zero (0) to the right of the decimal point, e.g., 5.0.

Grade level	This year's FTE teachers	Last year's FTE teachers
a. Ungraded	165 TUGNOW 0 ☐ None	166 TUGLAST 0 ☐ None
b. Nursery and prekindergarten	167 TPKNOW 0 ☐ None	168 TPK LAST 0 ☐ None
c. Kindergarten	169 TKGNOW 0 ☐ None	170 TKGLAST 0 ☐ None
d. Grades 1–6	171 T1_6NOW 0 ☐ None	172 T1_6LAST 0 ☐ None
e. Grades 7–12	173 T7_12NOW 0 ☐ None	174 T7_12LAST 0 ☐ None
f. Postsecondary	175 TPSNOW 0 ☐ None	176 TPS LAST 0 ☐ None
g. TOTAL FTE teachers	177 TTOTNOW	178 TTOTLAST

In items 28–33, report FTE teachers or teaching positions for grades K–12. Include FTE teachers or teaching positions for ungraded if the students are the same ages as those in grades K-12. Do NOT include nursery, prekindergarten, or postsecondary teaching positions or teachers.

Refer to item 27 above.

28. Record the total number of FTE teachers who teach grades K–12 or comparable ungraded levels, i.e., this year's total FTE teachers minus nursery, prekindergarten, and postsecondary.

179 TTOTK_12

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SECTION 2 – STAFFING PATTERNS – *Continued*

29. Of the total FTE teachers for grades K-12 and comparable ungraded levels *(entry in item 28)*, **how many hold regular or standard STATE certification in their fields of assignment?** *Count a teacher as certified if he/she has met your state's regular or standard certification requirements in his/her assigned field. Include those who have completed all necessary course work and practice teaching, and are eligible for full certification upon completion of a probationary period.* **NOTE:** *Do NOT count teachers who have only emergency or other nonstandard certification.*	*CERTIFY* 180 ______ . ______ 0 ☐ None
30a. As of October 1 of this school year, how many FTE teaching positions for grades K-12 and comparable ungraded levels were vacant or temporarily filled by a substitute teacher?	*VACANCY* 181 ______ . ______ 0 ☐ None
b. How many FTE teaching positions for grades K-12 and comparable ungraded levels were abolished or withdrawn between the start of the hiring season and October 1 of this school year because suitable candidates could not be found?	*ABOLISHD* 182 ______ . ______ 0 ☐ None
31. How many FTE teaching positions for grades K-12 and comparable ungraded levels were PLANNED for this school year, whether filled or not? **NOTE** – *Entry should equal sum of entries for items 28, 30a, and 30b.*	*APPROVED* 183 ______ . ______
32a. As of October 1 of this school year, how many FTE teachers for grades K – 12 or comparable ungraded levels were NEWLY HIRED for this school year? *Include teachers returning from unpaid leave of absence of one school year or more. Do not include substitute teachers.*	*NEWHIRES* 184 ______ . ______ – *Continue with b* 0 ☐ None – *Skip to item 33*
b. How many of these newly hired FTE teachers hold regular or standard STATE certification in their fields of assignment?	*NEWCERTS* 185 ______ . ______ 0 ☐ None
33. At the end of LAST SCHOOL YEAR, how many FTE teachers for grades K – 12 and comparable ungraded levels were laid off? *Count teachers whose contracts were not renewed at the end of the 1989 – 90 school year because of budget limitations, declining enrollment, or elimination of courses. Do NOT include teachers who were fired or whose contracts were not renewed because of performance reasons.*	*LAIDOFF* 186 ______ . ______ 0 ☐ None
34a. As of October 1 of this school year, how many FTE librarians/media specialists were employed in this school?	*TOTLIBRY* 187 ______ . ______ 0 ☐ None
b. As of October 1 of this school year, how many FTE librarian/media specialist positions were vacant or temporarily filled by a substitute?	*VACNTLIB* 188 ______ . ______ 0 ☐ None
c. How many FTE librarian/media specialist positions were abolished or withdrawn between the start of the hiring season and October 1 of this school year because a suitable candidate could not be found?	*ABOLSHLB* 189 ______ . ______ 0 ☐ None
d. How many FTE librarian/media specialist positions were PLANNED for this school year, whether filled or not? *Entry should equal sum of entries for items 34a – c.*	*APPRVLIB* 190 ______ . ______ 0 ☐ None

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SECTION 2 – STAFFING PATTERNS – *Continued*

35a. Were there teaching vacancies in this school for this school year, i.e., teaching positions for which teachers were recruited and interviewed? *VACNCY*

191
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 36a*

b. Did this school have any teaching vacancies this school year that could not be filled with a teacher qualified in the course or grade level to be taug *UNFILLED*

192
1 ☐ Yes – *Continue with c*
2 ☐ No – *Skip to 35d*

c. Which of these methods did this school use to cover the vacancy(ies)?

Mark (X) all that apply.

CANCEL	193	1 ☐	Cancelled planned course offerings
EXPANDSZ	194	2 ☐	Expanded some class sizes
ADDSCTN	195	3 ☐	Added sections to other teachers' normal teaching loads
REASSIGN	196	4 ☐	Assigned a teacher of another subject or grade level to teach those classes
SUBTEACH	197	5 ☐	Used long-term and or short-term substitutes
PRTEACH	198	6 ☐	Used part-time or itinerant teachers
LESSQUAL	199	7 ☐	Hired a less qualified teacher

d. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

Mark (X) one box for each line.

			No vacancies in that field	Easy	Somewhat difficult	Very difficult	Could not fill vacancy
(1) General elementary	*GENLVAC*	200	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(2) Special education	*SPECLVAC*	201	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(3) English	*ENGLVAC*	202	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(4) Mathematics	*MATHVAC*	203	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(5) Physical sciences	*PHYSVAC*	204	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(6) Biology or life sciences	*BIOSVAC*	205	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(7) English as a second language (ESL) or bilingual education	*ESOLVAC*	206	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(8) Foreign language	*FORGNVAC*	207	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
(9) Vocational education	*VOTECVAC*	208	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

For items 36 – 42, report the number of teachers for grades K – 12 and comparable ungraded levels only. Do not include teachers who teach ONLY nursery, prekindergarten, or postsecondary students.

NOTE – *Report in head counts, not FTEs.*

36a. How many K–12 teachers have FULL-TIME teaching positions at this school?

209 *FULTEACH* Full-time teachers
0 ☐ None

b. How many K–12 teachers have PART-TIME teaching positions at this school? Include itinerant teachers.

210 *PARTEACH* Part-time teachers
0 ☐ None

c. What is the total number of K–12 teachers at this school?

Total must equal sum of items 36a and 36b.

211 *TOTTEACH* Total K – 12 teachers

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SECTION 2 – STAFFING PATTERNS – *Continued*

37. How many K-12 teachers in this school are –
Include both full- and part-time teachers.

a. American Indian or Alaskan Native?
AMINDTCH
212 ____ Teachers
0 ☐ None

b. Asian or Pacific Islander?
ASIANTCH
213 ____ Teachers
0 ☐ None

c. Hispanic, regardless of race?
(Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)
HISPNTCH
214 ____ Teachers
0 ☐ None

d. Black (not of Hispanic origin)?
BLACKTCH
215 ____ Teachers
0 ☐ None

e. White (not of Hispanic origin)?
WHITETCH
216 ____ Teachers
0 ☐ None

38. How many K-12 teachers were absent the most recent school day?
Include both full- and part-time teachers.
ABSNTCH
217 ____ Teachers
0 ☐ None

39. How many K-12 teachers have a degree beyond the bachelor's degree?
Include both full- and part-time teachers.
AFTERBAC
218 ____ Teachers
0 ☐ None

40. How many K-12 teachers have taught for each of the following periods of time? Include years of teaching at this school and at any other elementary or secondary school – either public or private, part-time or full-time. Include this school year.
Include both full- and part-time teachers.

a. Less than 3 years
LESS3EXP
219 ____ Teachers
0 ☐ None

b. 3 to 9 years
LESS10EX
220 ____ Teachers
0 ☐ None

c. 10 to 20 years
LESS21EX
221 ____ Teachers
0 ☐ None

d. More than 20 years
MOREXP21
222 ____ Teachers
0 ☐ None

NOTE – *The sum of parts a – d must equal the entry for item 36c.*

SECTION 2 – STAFFING PATTERNS – *Continued*

41a. How many K-12 teachers are NEW to this school this year? Include teachers who taught in this school in previous years but were not here last year. *Include both full- and part-time teachers.*	223 *NEWTEACH* ________ New teachers – *Continue with b* o ☐ None – *Skip to item 42a on page 16*
b. Of those K-12 teachers who are NEW to this school *(item 41a above)*, **how many have their main teaching assignment in each of the following fields?** **(1) General elementary**	224 *ELEMNEW* ________ Teachers o ☐ None
(2) Special education	225 *SPCLNEW* ________ Teachers o ☐ None
(3) English	226 *ENGLNEW* ________ Teachers o ☐ None
(4) Mathematics	227 *MATHNEW* ________ Teachers o ☐ None
(5) Physical sciences	228 *PHYSNEW* ________ Teachers o ☐ None
(6) Biology or life sciences	229 *BIOSNEW* ________ Teachers o ☐ None
(7) English as a second language (ESL)	230 *ESOLNEW* ________ Teachers o ☐ None
(8) Bilingual education	231 *BLNGNEW* ________ Teachers o ☐ None
(9) Foreign language	232 *LANGNEW* ________ Teachers o ☐ None
(10) Vocational or technical education	233 *TECHNEW* ________ Teachers o ☐ None
(11) Other – *Specify* ________________ **NOTE:** *The sum of items (1)-(11) must equal the entry in item 41a.*	234 *OTHERNEW* ________ Teachers o ☐ None

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SECTION 2 — STAFFING PATTERNS — *Continued*

42a. How many K–12 teachers LEFT this school between October 1 of last school year and October 1 of this school year? *Include both full- and part-time teachers.*	*LFTTOTAL* 235 ______ Teachers — *Continue with b* 0 ☐ None — *Skip to item 43 on page 17*
b. Of those K–12 teachers who LEFT this school *(item 42a above)*, **how many are no longer teaching in an elementary or secondary school?** *Include teachers who have retired and those who died.*	*LFTTEACH* 236 ______ Teachers — *Continue with c* 0 ☐ None – All who left are still teaching } *Skip to item 43 on page 17* *LFTUNK* 237 1 ☐ Don't know } *Skip to item 43 on page 17*
c. Of those K–12 teachers who have LEFT TEACHING *(item 42b above)*, **how many had their main assignment in each of the following fields?** *Include only those teachers who have left teaching.*	
(1) General elementary	*LFTGENL* 238 ______ Teachers 0 ☐ None
(2) Special education	*LFTSPECL* 239 ______ Teachers 0 ☐ None
(3) English	*LFTENGL* 240 ______ Teachers 0 ☐ None
(4) Mathematics	*LFTMATH* 241 ______ Teachers 0 ☐ None
(5) Physical sciences	*LFTPHYS* 242 ______ Teachers 0 ☐ None
(6) Biology or life sciences	*LFTBIO* 243 ______ Teachers 0 ☐ None
(7) English as a second language (ESL)	*LFTESOL* 244 ______ Teachers 0 ☐ None
(8) Bilingual education	*LFTBILNG* 245 ______ Teachers 0 ☐ None
(9) Foreign language	*LFTLANG* 246 ______ Teachers 0 ☐ None
(10) Vocational or technical education	*LFTVOTEC* 247 ______ Teachers 0 ☐ None
(11) Other — *Specify* ______________________ **NOTE** — *The sum of parts (1)–(11) must equal the entry in item 42b.*	*LFTOTHER* 248 ______ Teachers 0 ☐ None

SECTION 2 – STAFFING PATTERNS – *Continued*

43. How many employees hold full- or part-time positions at this school in each of the following categories?

If an employee holds a position in more than one of the categories, count that person as part-time in each category that applies.

	FULL-TIME	PART-TIME
a. Headmaster, headmistress, or principal	249 *FTHEADS* ____ 0 ☐ None	250 *PTHEADS* ____ 0 ☐ None
b. Assistant headmaster, headmistress, or principal	251 *FTASSIST* ____ 0 ☐ None	252 *PTASSIST* ____ 0 ☐ None
c. Guidance counselors	253 *FTGUIDES* ____ 0 ☐ None	254 *PTGUIDES* ____ 0 ☐ None
d. Vocational counselors	255 *FTVTCOUN* ____ 0 ☐ None	256 *PTVTCOUN* ____ 0 ☐ None
e. Librarians and other professional media staff	257 *FTLIBRNS* ____ 0 ☐ None	258 *PTLIBRNS* ____ 0 ☐ None
f. Other professional staff such as curriculum specialists, administrative and business staff, social workers, and health professionals	259 *FTPROSTF* ____ 0 ☐ None	260 *PTPROSTF* ____ 0 ☐ None
g. Classroom teacher aides (paraprofessionals who assist classroom teachers)	261 *FTAIDES* ____ 0 ☐ None	262 *PTAIDES* ____ 0 ☐ None
h. Library or media center aides	263 *FTMEDIA* ____ 0 ☐ None	264 *PTMEDIA* ____ 0 ☐ None
i. All other noninstructional staff (include maintenance, food service, and clerical staff)	265 *FTALLOTH* ____ 0 ☐ None	266 *PTALLOTH* ____ 0 ☐ None

44a. Do any UNPAID VOLUNTEERS provide services for this school? Do not include students from this school as unpaid volunteers.

267 *VOLNTSVC*
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 45 on page 18*

b. How many unpaid volunteers provide services at this school on A CONTINUING OR SCHEDULED BASIS this school year?

268 *VOLNTNUM* ____ Unpaid volunteers
0 ☐ None

SECTION 3 – SCHOOL PERSONNEL POLICIES

45. How many months is the normal work year for a teacher? *Report in whole months.*	*LNGTHYR* 269 ________ Months
46. Is there a salary schedule for teachers in this school?	*SALSCHED* 270 1 ☐ Yes – *Continue with item 47* 2 ☐ No – *Skip to item 48*
47. According to the salary schedule, what is the normal base-year salary for – *Record salary amounts in whole dollars; do not include cents.*	
a. A teacher with a bachelor's degree and no teaching experience?	*MINBACH* 271 $________ .00 PER YEAR
b. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's) and no teaching experience?	*MINMASTR* 272 $________ .00 PER YEAR
c. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?	*MAXMASTR* 273 $________ .00 PER YEAR
d. A teacher at the highest possible step on the salary schedule?	*HIGHSAL* 274 $________ .00 PER YEAR **NOTE:** ***If you completed item 47, please skip to the instructions above item 49a on page 19.***
48. Excluding teachers who work on a contributed service basis, what is the range of base-year teacher salaries in this school? *Record salary in whole dollars; do not enter cents.*	*MINSALRY* 275 $________ .00 per year (Lowest) **TO** *MAXSALRY* 276 $________ .00 per year (Highest) *UNPAID* 277 0 ☐ All teaching positions are unpaid – *Skip to item 51a on page 20* *SERVICE* 278 1 ☐ All teachers work on a contributed service basis

Remarks

SECTION 3 – SCHOOL PERSONNEL POLICIES – *Continued*

The following definitions of pay incentives pertain to questions 49a – 50c.

Cash bonus – A supplement to regular compensation over the year, but no permanent increase in salary

Different step on salary schedule – Placement of a teacher on a higher step of the salary schedule

Other salary increase – Increase in base salary or other raise in salary through reclassification (other than a step increase on the salary schedule)

49a. In this school year, does this school have a "merit pay" plan for teachers?

A "merit pay" plan is a system in which a teacher's performance is a significant factor in determining his or her compensation.

MERITPAY

279 1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 50a*

b. How is this performance-based compensation given?

Mark (X) all that apply.

MERITCS 280 1 ☐ Cash bonus
MERITSTP 281 2 ☐ Different step on salary schedule
MERITINC 282 3 ☐ Other salary increase

50a. Does this school or organization use any of the pay incentives listed above to recruit or retain teachers to teach in fields of shortage?

SHORTAGE

283 1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 51a on page 20*

b. Which of these pay incentives are offered to attract teachers to fields specified by this school as fields of shortage?

Mark (X) all that apply.

SHORTCSH 284 1 ☐ Cash bonus
SHORTSTP 285 2 ☐ Different step on salary schedule
SHORTINC 286 3 ☐ Other salary increase

c. In which fields are incentives offered?

Mark (X) all that apply.

SHRTSPEC 287 1 ☐ Special education
SHRTMATH 288 2 ☐ Mathematics
SHRTCOMP 289 3 ☐ Computer science
SHRTPHYS 290 4 ☐ Physical sciences
SHRTBIO 291 5 ☐ Biology/life sciences
SHRTESOL 292 6 ☐ English as a second language (ESL) or bilingual education
SHRTLANG 293 7 ☐ Foreign languages
SHRTVOC 294 8 ☐ Vocational education
SHRTOTHR 295 9 ☐ Other – *Specify* ↗

Remarks

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SECTION 3 – SCHOOL PERSONNEL POLICIES – *Continued*

51a. Is free retraining available in this school (regardless of funding source) to prepare staff members to teach in fields with current or anticipated shortages?	*RETRAING* 296	1 ☐	Yes – *Continue with b*
		2 ☐	No – *Skip to item 52*
b. What are the fields for which this free training is provided? *Mark (X) all that apply.*	*RESPECL* 297	1 ☐	Special education
	REMATH 298	2 ☐	Mathematics
	RECOMP 299	3 ☐	Computer science
	REPHYS 300	4 ☐	Physical sciences
	REBIO 301	5 ☐	Biology/life sciences
	RESOL 302	6 ☐	English as a second language (ESL) or bilingual education
	RELANG 303	7 ☐	Foreign languages
	REVOTEC 304	8 ☐	Vocational education
	REOTHER 305	9 ☐	Other – *Specify* ______
52. Is there a formal teacher evaluation program in use in this school?	*EVALTCH* 306	1 ☐	Yes
		2 ☐	No
53. Which of these benefits are available to teachers in this school? *Mark (X) all that apply.* *Mark the last category if none of these benefits is available.*			GENERAL MEDICAL INSURANCE
	MEDICAL 307	1 ☐	School (or other organization) pays part or all of premium
		2 ☐	Teachers pay all of premium
			DENTAL INSURANCE
	DENTAL 308	3 ☐	School (or other organization) pays part or all of premium
		4 ☐	Teachers pay all of premium
			GROUP LIFE INSURANCE
	LIFE 309	5 ☐	School (or other organization) pays part or all of premium
		6 ☐	Teachers pay all of premium
	PENSION 310	7 ☐	PENSION CONTRIBUTIONS
			INCOME-IN-KIND
	HOUSING 311	8 ☐	Housing
	MEALS 312	9 ☐	Meals (including free or reduced-price lunches)
	TRANSPT 313	10 ☐	Transportation (including mileage reimbursement for itinerant teachers)
	SCHOLAR 314	11 ☐	Tuition scholarships for children to attend this school
	TUITION 315	12 ☐	REIMBURSEMENT FOR TEACHERS' TUITION AND COURSE FEES
	NONE 316	0 ☐	None of the above
54. Does this school (or the organization with which this school is affiliated) have a training or development program for ASPIRING school administrators?	*ADMINPGM* 317	1 ☐	Yes
		2 ☐	No
55. Is there a formal program to help beginning teachers (such as a master or mentor teacher program) in use in this school? Do not include supervision of student teachers.	*MENTOR* 318	1 ☐	Yes
		2 ☐	No

SECTION 3 — SCHOOL PERSONNEL POLICIES — *Continued*

56. Are teachers in this school covered by a retirement plan?

319
RETIREMT
1 ☐ Yes — *Continue with item 57a*
2 ☐ No — *Skip to item 58*

57a. Can teachers who transfer to this school from another school receive credit in the retirement system for their years of teaching experience?

320
CREDITCH
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 58*

b. Under what circumstances can teachers receive this credit?

Mark (X) all that apply.

321 *SAMEORG* 1 ☐ By transferring from another school within the SAME organization or body (i.e., from a school of the same church affiliation)

322 *ROLLOVER* 2 ☐ From a rollover of the previous retirement plan into this school's retirement plan

323 *PURCHASE* 3 ☐ By purchasing credit in this school's retirement plan

324 *OTHERCRD* 4 ☐ Other — *Specify*

____

____

58. Which of the following criteria are used in considering applicants for teaching positions in this school?

a. Full standard certification by a private school organization or association

325 *PVTCERT*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. Full standard STATE certification for field to be taught

326 *FULLCERT*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. At least emergency or temporary STATE certification or endorsement for field to be taught

327 *EMERCERT*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. Graduation from a state-approved teacher education program

328 *TEACHED*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. College major or minor in field to be taught

329 *MAJORFLD*
1 ☐ Not used
☐ Used but not required
☐ Required

f. Passage of a local SCHOOL test of basic skills or subject knowledge

330 *DISTEST*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a STATE test of basic skills

331 *STABASIC*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

h. Passage of a STATE test of subject knowledge

332 *STASUBJ*
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. Passage of the National Teachers Examination

333 *NTEPASS*
1 ☐ Not used
☐ Used but not required
3 ☐ Required

SECTION 3 – SCHOOL PERSONNEL POLICIES – *Continued*

59. Not counting interruptions, how long did it take to complete this survey?

Please record both hours and minutes, e.g., "1" hour and "30" minutes.

SRVHRS
334 ________ Hours

AND

SRVYMINS
335 ________ Minutes

Remarks

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE APPRECIATED.

Public School Teacher Questionnaire (SASS 4A)

FORM **SASS-4A**
(12-27-90)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PUBLIC SCHOOL TEACHER QUESTIONNAIRE
1990–1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

This questionnaire is intended only for the teacher whose name appears on the address label.

If you are that teacher, please complete this questionnaire and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763-5507.

If the teacher named on the label is no longer teaching at this school, please mark the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

001
1 ☐ Teacher has transferred to another school
2 ☐ Teacher has retired
3 ☐ Teacher is deceased
4 ☐ Teacher has left this school for another reason
5 ☐ Teacher named on label has never worked at this school

THIS SURVEY HAS BEEN ENDORSED BY –

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association

Please correct any errors in name and address, including ZIP Code.

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Dear Teacher:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1990—1991 Schools and Staffing Survey. You are one of 65,000 teachers from public and private schools across the nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987—88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I therefore encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132**, in the preaddressed envelope enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average one hour per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

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INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later items or to continue with the next item on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763 – 5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

Remarks

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION I – CURRENT TEACHING STATUS

1. How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) during this school year?

Mark (X) only one box.

011
1 ☐ Regular full-time teacher – *Skip to item 5*
2 ☐ Regular part-time teacher
3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
(2–4) Continue with item 2
5 ☐ Short-term substitute
6 ☐ Student teacher
7 ☐ Other professional staff (e.g., counselor, librarian, curriculum coordinator, social worker)
8 ☐ Administrator (e.g., principal, assistant principal, director, head)
9 ☐ Teacher's aide
10 ☐ Support staff (e.g., secretary)

IF YOU MARKED BOX 5, 6, 7, 8, 9, OR 10 ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

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SECTION I — CURRENT TEACHING STATUS — *Continued*

2. **How much time do you work as a TEACHER at this school?** *Mark (X) only one box.*	012	1 ☐ Full time — *Skip to item 5* 2 ☐ ¾ time or more, but less than full-time 3 ☐ ½ time or more, but less than ¾ time 4 ☐ ¼ time or more, but less than ½ time 5 ☐ Less than ¼ time (2–5) *Continue with item 3*
3a. **Do you have any other assignment at THIS school?**	013	1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 4*
b. **Which of these best describes your other assignment at this school?** *Mark (X) only one box.*	014	1 ☐ Administrator (e.g., principal, assistant principal, director, head) 2 ☐ Counselor 3 ☐ Librarian/media specialist 4 ☐ Coach 5 ☐ Other professional staff (e.g., department head, curriculum coordinator) 6 ☐ Support staff (e.g., secretary, aide) 7 ☐ Other — *Describe* ⌝ ____________________
c. **Including your teaching and other assignment, are you a FULL-TIME EMPLOYEE at this school?**	015	1 ☐ Yes — *Skip to item 5* 2 ☐ No — *Continue with item 4*
4. **In addition to employment at this school, what is your OTHER main activity?** *Mark (X) only one box.*	016	1 ☐ Teaching in another school 2 ☐ Working as a paid tutor 3 ☐ Student at a college or university 4 ☐ Working in a nonteaching occupation in the field of education (e.g., guidance counselor) 5 ☐ Working in an occupation outside the field of education 6 ☐ Caring for family members 7 ☐ Seeking work

SECTION 2 — TEACHING EXPERIENCE

5. **In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level? Do not include time spent as a student teacher.**	017	1 9 ☐ ☐
6. **What was your MAIN activity the year before you began teaching at the elementary or secondary level?** *Mark (X) only one box.*	018	1 ☐ Student at a college or university 2 ☐ Caring for family members 3 ☐ Working as a substitute teacher 4 ☐ Teaching in a preschool 5 ☐ Teaching at a college or university (1–5) *Skip to item 9* 6 ☐ Working in a nonteaching position in the field of education — *Continue with item 7* 7 ☐ Working in an occupation outside the field of education — *Skip to item 8* 8 ☐ Military service 9 ☐ Seeking work 10 ☐ Retired from another job (8–10) *Skip to item 9*

SECTION 2 – TEACHING EXPERIENCE – *Continued*

NOTE: *Answer item 7 ONLY if you marked box 6 in answer to question 6 on page 4.*

7. Which of these categories best describes your previous position in the field of education?

Mark (X) only one box.

019
1 ☐ Administrator (e.g., principal, assistant principal, director)
2 ☐ Counselor
3 ☐ Librarian/media specialist
4 ☐ Coach
5 ☐ Other professional staff (e.g., department head, curriculum coordinator)
6 ☐ Instructional aide
7 ☐ Noninstructional support staff (e.g., secretary)

} *Skip to item 9*

NOTE: *Answer items 8a – e ONLY if you marked box 7 in answer to question 6 on page 4.*

8a. For whom did you work? – *Record the name of the company, business, or organization.*

____

b. What kind of business or industry was this?
For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.

020 ☐☐☐ ______________________________

c. What kind of work were you doing?
Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

021 ☐☐☐ ______________________________

d. What were your most important activities or duties at that job? – *For example, typing, selling cars, driving delivery truck, caring for livestock.*

____

e. How would you classify yourself on that job?

Mark (X) only one box.

022
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

9. Including this school year, at which of these school levels have you taught, either full- or part-time, for one year or more?

Mark (X) all that apply.

023 1 ☐ Prekindergarten
024 2 ☐ Elementary (including kindergarten)
025 3 ☐ Middle school or junior high
026 4 ☐ Senior high
027 5 ☐ Postsecondary

10a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

028
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 11a*

b. How many years did you teach FULL-TIME in private schools?

Record whole years, not fractions or months.

029 ________ Years
0 ☐ None

c. How many years did you teach PART-TIME in private schools?

Record whole years, not fractions or months.

030 ________ Years
0 ☐ None

SECTION 2 — TEACHING EXPERIENCE — *Continued*

11a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PUBLIC schools? Include the current school year if you are a full-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

031 FTPUB ________ Years

0 ☐ None

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC schools? Include this school year if you are a part-time teacher this year.

Record whole years, not fractions or months. If less than 4 months, mark "None."

032 PTPUB ________ Years

0 ☐ None

12a. Since you began teaching, how many times have you had a break in service of one year or more?

033 ________ Breaks in service — *Continue with b*

0 ☐ None — *Skip to item 13*

b. Were any of these breaks due to a reduction-in-force or a lay-off?

034 1 ☐ Yes — **How many?** → 035 ________

2 ☐ No

c. How long was the most recent break in service?

036 ________ Years

d. Since your most recent break in service, how many consecutive years have you been teaching? *Include the current year and count each year, whether full- or part-time, as one year.*

037 ________ Years

13. In what year did you begin teaching in THIS school? *If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.*

038 | 1 | 9 | | |

14. What was your main activity the year before you began teaching in THIS school?

If you left this school and then returned, please report your main activity the year before you most recently returned to this school.

Mark (X) only one box.

039
1 ☐ Teaching in another elementary or secondary school IN THIS SCHOOL SYSTEM
2 ☐ Teaching in an elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
3 ☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE
4 ☐ Working as a substitute teacher
5 ☐ Teaching in a preschool
6 ☐ Teaching at a college or university
7 ☐ Working in a position in the field of education, but not as a teacher
8 ☐ Working in an occupation outside the field of education
9 ☐ Caring for family members
10 ☐ Student at a college or university
11 ☐ Military service
12 ☐ Unemployed and seeking work
13 ☐ Retired from another job

444

SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 15, 16, AND 17

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 **Other**

15a. Do you have a bachelor's degree?
040
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 17a*

b. What was your major field of study?
Enter the major field and the two-digit code from the list above.
041
☐☐ Code ____ Major field

c. In what year did you receive your bachelor's degree?
042
1 9 ☐☐

d. Did you have a second major or a minor field of study?
043
1 ☐ Yes – *Continue with e*
2 ☐ No – *Skip to item 16a*

e. What was your second major or minor field of study?
Enter the field and the two-digit code from the list above.
044
☐☐ Code ____ Second major or minor field

16a. Do you have a master's degree?
045
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 17a*

b. What was your major field of study?
Enter the major field and the two-digit code from the list above.
046
☐☐ Code ____ Major field

c. In what year did you receive your master's degree?
047
1 9 ☐☐

Remarks

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SECTION 3 – TEACHER TRAINING – *Continued*

17a. Do you have any other type of degree?

048
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 18a*

b. What other degree(s) have you earned?
Mark (X) all that apply in column (b) below.

c. What was your major field of study for each degree?
In column (c) below, enter the appropriate field name and two-digit code from the list at the top of the previous page.

d. In what year did you receive each degree?

(b) Degree(s) earned *Mark (X) all that apply.*	(c) Major field code	(d) Year degree received
049 1 ☐ Associate degree	050 ☐☐ Code ______ Major field	051 **19** ______
052 2 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	053 ☐☐ Code ______ Major field	054 **19** ______
055 3 ☐ Doctorate or first professional degree (Ph.D., Ed. D., M. D., L.L.B., J.D., D.D.S.)	056 ☐☐ Code ______ Major field	057 **19** ______

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 18, 21, and 22

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian studies (Native American)
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/theater
21 English/language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign language
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/life science
58 Chemistry
59 Geology/earth science/space science
60 Physics
61 General and all other science

Vocational education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

18a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?
Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in item 18b.

058 ☐☐ Code ______ Main assignment field

059 1 ☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

060
1 ☐ Yes – **In what field do you teach the second most classes?** *Use the assignment field codes listed above.* → 061 ☐☐ Code
2 ☐ No

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SECTION 3 — TEACHER TRAINING — *Continued*

19a. Have you ever taken any college level COURSES in teaching methods or education?	062 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to Check Item A*
b. How many graduate and undergraduate COURSES in teaching methods or education have you ever taken? *Include courses you are now taking, as well as courses taken to earn a degree and courses taken outside a degree program.* *Please record the number of COURSES, not credit hours.*	Number of education COURSES Undergraduate: 063 ______ Course(s) 0 ☐ None Graduate: 064 ______ Course(s) 0 ☐ None
CHECK ITEM A **Is your main teaching assignment field prekindergarten, kindergarten, general elementary, or special education?**	065 1 ☐ Yes — *Skip to item 21a* 2 ☐ No — *Continue with item 20a*
20a. Have you ever taken any college level COURSES in the subject area that is your MAIN teaching assignment (i.e., the subject in which you teach the most classes)?	066 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 21a*
b. How many COURSES have you ever taken in this subject area? *Include all college level COURSES that are related to the main subject you teach. Include courses you are now taking. Include both undergraduate and graduate courses. Include courses taken to earn a degree and those taken outside a degree program.* *Please record the number of COURSES, not credit hours.*	Number of subject matter COURSES Undergraduate: 067 ______ Course(s) 0 ☐ None Graduate: 068 ______ Course(s) 0 ☐ None
21a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *Enter the field and the two-digit code from the list on page 8.*	069 ☐☐ Code ______ Best qualified field
b. Do you feel qualified to teach any other fields?	070 1 ☐ Yes — **For what field do you feel second best qualified?** *Use codes listed on page 8.* → 071 ☐☐ Code 2 ☐ No
22. Has your MAIN teaching assignment field changed since you began teaching?	072 1 ☐ Yes { **What was your previous main assignment field?** *Use codes listed on page 8.* → 073 ☐☐ Code **Counting this year, how many consecutive years have you been teaching in your current assignment field?** → 074 ______ Years } 2 ☐ No
23a. At this school, do you teach any students in any of grades 7—12?	075 1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 24a*
b. At this school, do you teach any classes in computer science, mathematics, or any kind of science, such as biology, chemistry, or general science?	076 1 ☐ Yes — *Continue with c* 2 ☐ No — *Skip to item 24a*

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SECTION 3 — TEACHER TRAINING — *Continued*

	Courses taken in field	Number of COURSES	
		Undergraduate	Graduate
23c. Have you ever taken any undergraduate or graduate COURSES in the following subjects? *Answer for each field listed below.* **(1) Mathematics**	077 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	078 _______ Course(s) 0 ☐ None	079 _______ Course(s) 0 ☐ None
(2) Computer science	080 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	081 _______ Course(s) 0 ☐ None	082 _______ Course(s) 0 ☐ None
(3) Biology or life science	083 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	084 _______ Course(s) 0 ☐ None	085 _______ Course(s) 0 ☐ None
(4) Chemistry	086 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	087 _______ Course(s) 0 ☐ None	088 _______ Course(s) 0 ☐ None
(5) Physics	089 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	090 _______ Course(s) 0 ☐ None	091 _______ Course(s) 0 ☐ None
(6) Earth or space science	092 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	093 _______ Course(s) 0 ☐ None	094 _______ Course(s) 0 ☐ None
(7) Other natural science	095 1 ☐ Yes — **How many?** → 2 ☐ No courses taken	096 _______ Course(s) 0 ☐ None	097 _______ Course(s) 0 ☐ None

24a. In addition to the college courses you have already reported, have you ever participated in any teacher workshops or in-service training which included 30 hours or more of class attendance?

098
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 25a*

b. Was this training relevant to your current MAIN teaching assignment field?

099
1 ☐ Yes
2 ☐ No

c. What was your MAJOR purpose for taking this training?

Mark (X) only one box.

100
1 ☐ To fulfill initial certification requirements for current position
2 ☐ To maintain and/or improve qualifications for current position (including meeting recertification requirements)
3 ☐ To train to teach a different subject matter area
4 ☐ To train to teach at a different grade level
5 ☐ To train to teach handicapped students or students with learning disabilities
6 ☐ To train to teach other special student populations (e.g., Native American, limited English proficiency, etc.)
7 ☐ To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling)
8 ☐ Other — *Describe* ↴

____

SECTION 3 – TEACHER TRAINING – *Continued*

25a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?	101	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 26a*
b. What type of certification do you hold in this field? *Mark (X) only one box.*	102	1 ☐ Advanced professional certificate 2 ☐ Regular or standard state certification (the standard certification offered in your state) 3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
c. In what year were you certified in your main teaching field by this state?	103	1 9 ☐ ☐
26a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?	104	1 ☐ Yes – *Continue with b* 2 ☐ No 3 ☐ Not applicable; I do not have another teaching assignment field. } *Skip to item 27a*
b. What type of certification do you hold in this field? *Mark (X) only one box.*	105	1 ☐ Advanced professional certificate 2 ☐ Regular or standard state certification (the standard certification offered in your state) 3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
c. In what year were you certified in this field by this state?	106	1 9 ☐ ☐
27a. Are you a member of any professional teacher or educational organization?	107	1 ☐ Yes 2 ☐ No
b. Have you participated in workshops, seminars or conferences sponsored by any of these organizations?	108	1 ☐ Yes – *Continue with c* 2 ☐ No – *Skip to item 28a*
c. How often do you participate in these activities? *Mark (X) only one box.*	109	1 ☐ Less than once a year 2 ☐ Once or twice a year 3 ☐ Three or more times a year
28a. During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers? Do not include student teaching.	110	1 ☐ Yes 2 ☐ No
b. Are you currently a master or mentor teacher (i.e., a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program? Do not include supervision or training of student teachers.	111	1 ☐ Yes 2 ☐ No

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SECTION 4 – CURRENT TEACHING LOAD

29. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

112	1 ☐ Ungraded	120	9 ☐ 6th
113	2 ☐ Prekindergarten	121	10 ☐ 7th
114	3 ☐ Kindergarten	122	11 ☐ 8th
115	4 ☐ 1st	123	12 ☐ 9th
116	5 ☐ 2nd	124	13 ☐ 10th
117	6 ☐ 3rd	125	14 ☐ 11th
118	7 ☐ 4th	126	15 ☐ 12th
119	8 ☐ 5th	127	16 ☐ Postsecondary

NOTE – The following questions request information on each class you taught **at THIS school** during your **most recent full week** of teaching (i.e., the last week when school was in session for 5 full days and you taught your normal schedule).

30. Which of these best describes the way your classes at this school are organized?

Mark (X) only one box.

128

1 ☐ DEPARTMENTALIZED INSTRUCTION – You teach subject matter courses (e.g., history, typing, music) to several classes of different students all or most of the day – *Skip to item 32*

2 ☐ SELF-CONTAINED CLASS – You teach multiple subjects to the same class of students all or most of the day

3 ☐ TEAM TEACHING – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students

4 ☐ "PULL-OUT" CLASS – You provide instruction, e.g., special education, to certain students who are released from their regular classes

Continue with item 31a

5 ☐ ELEMENTARY ENRICHMENT CLASS – You teach only one subject (such as art, music, physical education, computer skills) to all or most students in an elementary school – *Skip to item 33a*

Remarks

SECTION 4 – CURRENT TEACHING LOAD

NOTE – *Answer this question if you marked category 2, 3, or 4 in item 30 on page 12.*

31a. At THIS school, how many students were enrolled in the class or program you taught during your most recent full week of teaching?

If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.

129 ______________ Students

b. During your most recent full week of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can.

Report hours to the nearest whole hour, e.g., 1, 2.

If you did not teach a particular subject during the week, mark the "None" box.

Subject	Hours per week
(1) English/reading/language arts	130 ________ 0 ☐ None
(2) Arithmetic/mathematics	131 ________ 0 ☐ None
(3) Social studies/history	132 ________ 0 ☐ None
(4) Science	133 ________ 0 ☐ None

c. Did you assign any homework during your most recent full week of teaching at THIS school?

134
1 ☐ Yes
2 ☐ No

d. Which of these best describes the general academic achievement level of your students relative to the other students at this school?

Mark (X) only one box.

135
1 ☐ Primarily higher achieving students
2 ☐ Primarily average achieving students
3 ☐ Primarily lower achieving students
4 ☐ Students of widely differing achievement levels

PLEASE SKIP NOW TO ITEM 34a ON PAGE 16.

Remarks

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SECTION 4 — CURRENT TEACHING LOAD — *Continued*

NOTE: *Answer items 32a–i ONLY if you taught subject matter (departmentalized) courses to different groups of students, i.e., you marked box 1 for item 30 on page 12.*

Item 32 refers to the subject matter classes you taught at THIS SCHOOL during your most recent FULL week of teaching. Exclude study halls, homeroom period, unscheduled tutoring, etc.

32a. How many separate classes (sections) did you teach at this school during your most recent FULL week of teaching? → 136 ________ Classes

If you teach two classes of the same subject (e.g., algebra I) to two different groups of students, count them as two separate classes. For example, if you teach two classes of chemistry and three classes of physics, you would enter "5."

Answer b–i by completing a line in the table on page 15 for each class that you taught at THIS school. The number of lines completed in the table should equal the number entered for item 32a above.

b. What was the subject matter of the class? — *Use subject matter codes listed on page 15.*

c. How many times per week does the class meet?

d. What is the grade level of MOST of the students in the class? — *Use numerals 1 to 12 for grades 1–12, K for kindergarten, PS for postsecondary, U for ungraded, and PK for prekindergarten.*

e. How many students are enrolled in the class?

f. How many students in the class are male?

g. What is the total number of students in the class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian?

h. What is the achievement level of the students in the class compared to other students in the school? *Use these codes to record the answer in column (h).*

1 Primarily higher achieving
2 Primarily average achieving
3 Primarily lower achieving
4 Widely differing achievement levels

i. Which one of the following best describes the class? — *Enter only one code for each class in column (i).*

1 General track
2 Academic/college preparatory
3 Advanced placement/college credit — allows completion of college credit
4 Honors course
5 Bilingual
6 Gifted
7 Remedial
8 Special education
9 Vocational
0 None of the above

SECTION 4 – CURRENT TEACHING LOAD – *Continued*

SUBJECT MATTER CODES FOR ITEM 32b – *Enter code in column (b) below.*

Vocational education

01 Agriculture
02 Business, marketing
03 Industrial arts
04 Health occupations
05 Vocational home economics
06 Trade and industry
07 Technical
08 Accounting/bookkeeping
09 Shorthand
10 Typing
11 Career education
12 Other vocational education

English/language arts

21 Literature
22 Composition/journalism/creative writing
23 Reading
24 English as a second language
25 Other English/language arts courses

Foreign languages

31 French
32 German
33 Latin
34 Russian
35 Spanish
36 Other foreign language

Mathematics

41 General mathematics
42 Business math
43 Algebra, elementary
44 Algebra, intermediate
45 Algebra, advanced
46 Geometry, plane/solid
47 Trigonometry
48 Analytic geometry/math analysis
49 Probability/statistics
50 Calculus
51 Other mathematics

Computer science

52 Computer awareness/applications
53 Computer programming
54 Other computer science

Natural science

61 General science
62 Biology/life science
63 Chemistry
64 Physics
65 Geology/earth science/space science
66 Other physical science
67 Other natural science

Social science

70 Social studies
71 History
72 World civilization
73 Political science/government
74 Geography
75 Economics
76 Civics
77 Sociology/social organization
78 Other social science

Visual and performing arts

81 Arts and crafts
82 Filmmaking/photography
83 Chorus
84 Band
85 Drama/theater/dance
86 Music
87 Other visual/performing arts

Other areas

91 Driver education
92 Health
93 Nonvocational home economics
94 Philosophy
95 Physical education
96 Psychology
97 Religion
98 Other courses not elsewhere classified

Class (section)	Subject matter code (2 digits) (b)	Number of times per week (c)	Grade level of MOST students in class (d)	Number of students in the class (e)	Number of males in the class (f)	Number of minorities in the class (g)	Class achievement level *Use codes on page 14* (h)	Type of class *Use codes on page 14* (i)
1	137	138	139	140	141	142	143	144
2	145	146	147	148	149	150	151	152
3	153	154	155	156	157	158	159	160
4	161	162	163	164	165	166	167	168
5	169	170	171	172	173	174	175	176
6	177	178	179	180	181	182	183	184
7	185	186	187	188	189	190	191	192
8	193	194	195	196	197	198	199	200
9	201	202	203	204	205	206	207	208
10	209	210	211	212	213	214	215	216

PLEASE SKIP NOW TO ITEM 34a ON PAGE 16.

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SECTION 4 — CURRENT TEACHING LOAD — *Continued*

NOTE: *Answer items 33a and b below only if you marked "Elementary enrichment class" (box 5) in item 30 on page 12.*

33a. What is the total number of students enrolled in all the classes you teach at THIS school?

217 ________ Students

b. How many times per week does each class usually meet?

If your classes have alternating schedules, e.g., 3 times one week and 2 times the next, mark the box for the most times a class would meet in one week.

Mark (X) only one box.

218
- 1 ☐ Once
- 2 ☐ Twice
- 3 ☐ Three times
- 4 ☐ Four times
- 5 ☐ Five times
- 6 ☐ More than 5 times

34a. How many hours were you required to be at this school during your most recent full WEEK of teaching?

Report in whole hours, not fractions or minutes.

If you are an itinerant teacher, report only the hours required for THIS school.

219 ________ Hours per week

b. During your most recent full week, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours.

(1) School-related activities involving student interaction (e.g., coaching, field trips, tutoring, transporting students)

220 ________ Hours per week
0 ☐ None

(2) Other school-related activities (e.g., preparation, grading papers, parent conferences, attending meetings)

221 ________ Hours per week
0 ☐ None

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING

35. For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

a. I usually look forward to each working day at this school.

222
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

b. Staff members in this school generally do not have much school spirit.

223
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

c. This school's administration knows the problems faced by the staff.

224
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

d. In this school, the teachers and the administration are in close agreement on school discipline policy.

225
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

35e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.

226

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

f. My principal enforces school rules for student conduct and backs me up when I need it.

227

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

g. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

228

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

h. The attitudes and habits my students bring to my class greatly reduce their chances for academic success.

229

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

i. Many of the students I teach are not capable of learning the material I am supposed to teach them.

230

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

j. My teaching assignments are more difficult than those of other teachers at this school.

231

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

k. For me the job of teaching has more advantages than disadvantages.

232

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

l. If I had the chance to exchange my job as a teacher for another kind of job, I would.

233

1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

m. I plan with the librarian/media specialist for the integration of library/media services into my teaching.

234

0 ☐ Not applicable – This school has no librarian
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

n. Library/media materials are adequate to support my instructional objectives.

235

0 ☐ Not applicable – This school has no library
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

36. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

236
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

37. Indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that this school is effective in assisting new teachers in each of the following matters.

a. Student discipline

237
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

b. Instructional methods

238
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

c. Curriculum

239
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

d. Adjusting to the school environment

240
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

38. We are interested in the importance you place on various education goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 — Building basic literacy skills (reading, math, writing, speaking)
2 — Encouraging academic excellence
3 — Promoting occupational or vocational skills
4 — Promoting good work habits and self-discipline
5 — Promoting personal growth (self-esteem, self-knowledge, etc.)
6 — Promoting human relations skills
7 — Promoting specific moral values
8 — Promoting multicultural awareness or understanding

241 ________ Most important
242 ________ Second most important
243 ________ Third most important

39. At this school, how much actual influence do you think teachers have over school policy in each of the following areas?

Use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."

		No influence →					**A great deal of influence**
a. Determining discipline policy	244	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Determining the content of in-service programs	245	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting policy on grouping students in classes by ability	246	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Establishing curriculum	247	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

40. At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?

Use the scale of 1–6, where 1 means "No control" and 6 means "Complete control."

		No control →					Complete control
a. Selecting textbooks and other instructional materials	248	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Selecting content, topics, and skills to be taught	249	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Selecting teaching techniques	250	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Evaluating and grading students	251	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Disciplining students	252	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Determining the amount of homework to be assigned	253	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

41. To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	254	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	255	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	256	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	257	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	258	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	259	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	260	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	261	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	262	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	263	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	264	1 ☐	2 ☐	3 ☐	4 ☐
l. Physical abuse of teachers	265	1 ☐	2 ☐	3 ☐	4 ☐

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

41. *Continued*
To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
m. **Verbal abuse of teachers**	266	1 ☐	2 ☐	3 ☐	4 ☐
n. **Student disrespect for teachers**	267	1 ☐	2 ☐	3 ☐	4 ☐
o. **Students dropping out**	268	1 ☐	2 ☐	3 ☐	4 ☐
p. **Student apathy**	269	1 ☐	2 ☐	3 ☐	4 ☐
q. **Lack of academic challenge**	270	1 ☐	2 ☐	3 ☐	4 ☐
r. **Lack of parent involvement**	271	1 ☐	2 ☐	3 ☐	4 ☐
s. **Parental alcoholism and/or drug abuse**	272	1 ☐	2 ☐	3 ☐	4 ☐
t. **Poverty**	273	1 ☐	2 ☐	3 ☐	4 ☐
u. **Racial tension**	274	1 ☐	2 ☐	3 ☐	4 ☐
v. **Cultural conflict**	275	1 ☐	2 ☐	3 ☐	4 ☐

42. How long do you plan to remain in teaching?

Mark (X) only one box.

276
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
} *Continue with item 43*

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time
} *Skip to item 44a*

43. In how many years do you plan to retire from teaching?

277 ________ Years

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

44a. What was your MAIN activity LAST SCHOOL YEAR?

Mark (X) only one box.

278
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching in a preschool
6 ☐ Teaching at the postsecondary level
7 ☐ Working as a substitute teacher
8 ☐ Student at a college or university
9 ☐ Working in a nonteaching occupation in the field of education
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Unemployed and seeking work
13 ☐ Military service
14 ☐ Retired from another job

b. What do you expect your MAIN activity will be NEXT SCHOOL YEAR?

Mark (X) only one box.

279
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching in a preschool
6 ☐ Teaching at the postsecondary level
7 ☐ Working as a substitute teacher
8 ☐ Student at a college or university
9 ☐ Working in a nonteaching occupation in the field of education
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Unemployed and seeking work
13 ☐ Military service
14 ☐ Retired

SECTION 6 – INCENTIVES AND COMPENSATION

45. Do you currently receive the following pay incentives?

a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	280	1 ☐ Yes 2 ☐ No
b. Additional pay for teaching in a shortage field (e.g., math, science)	281	1 ☐ Yes 2 ☐ No
c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)	282	1 ☐ Yes 2 ☐ No
d. Salary increases as part of a career ladder in which you progress through several promotional levels based on your performance	283	1 ☐ Yes 2 ☐ No
e. A merit pay bonus for exceptional performance in a given year	284	1 ☐ Yes 2 ☐ No
f. A schoolwide bonus because your school showed exceptional performance or improvement in a given year	285	1 ☐ Yes 2 ☐ No

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SECTION 6 — INCENTIVES AND COMPENSATION — *Continued*

46. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1990 through the end of the 1990—91 school year.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1990, did you have any earnings from —

(1) Teaching summer school in this or any other school?	286	1 ☐ Yes — **How much?** → 287 $ ______ .00 2 ☐ No
(2) Working in a nonteaching job in this or any other school?	288	1 ☐ Yes — **How much?** → 289 $ ______ .00 2 ☐ No
(3) Working in any NONSCHOOL job?	290	1 ☐ Yes — **How much?** → 291 $ ______ .00 2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR —

(1) What is your academic base year salary for teaching in this school?	292	$ ______ .00 per year
(2) Do you, or will you, earn any additional compensation from your school for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?	293	1 ☐ Yes — **How much?** → 294 $ ______ .00 2 ☐ No
(3) Do you, or will you, earn additional compensation from working in any job outside the school system?	295	1 ☐ Yes — **How much?** → 296 $ ______ .00 2 ☐ No — *Skip to item 46b(4)*
(a) Which of these best describes this job outside the school system? *Mark (X) only one box.*	297	1 ☐ Teaching or tutoring 2 ☐ Nonteaching, but education related 3 ☐ Not related to education
(4) Have you EARNED income from any other sources this year, e.g., a bonus, state supplement, etc.?	298	1 ☐ Yes — **How much?** → 299 $ ______ .00 2 ☐ No

c. What will be your total EARNED income from all sources from the summer of 1990 through the end of this school year?

Your answer should equal the sum of your answers to items 46a(1)—b(4).

300 $ ______ .00

47. Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

HOUSEXPS	301	1 ☐ Housing or housing expenses
MEALS	302	2 ☐ Meals
TUITION	303	3 ☐ Tuition for your children
CHILDCARE	304	4 ☐ Child care
COLLEGE	305	5 ☐ College tuition for yourself
TRANSPT	306	6 ☐ Car/transportation expenses
NONE	307	0 ☐ None of the above

SECTION 7 – BACKGROUND INFORMATION

48. Which category represents the total combined income of all FAMILY members age 14 and older in your household during 1990? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

FAMLYINC
308
1 ☐ Less than $10,000
2 ☐ $ 10,000 – $14,999
3 ☐ $ 15,000 – $19,999
4 ☐ $ 20,000 – $24,999
5 ☐ $ 25,000 – $29,999
6 ☐ $ 30,000 – $34,999
7 ☐ $ 35,000 – $39,999
8 ☐ $ 40,000 – $49,999
9 ☐ $ 50,000 – $59,999
10 ☐ $ 60,000 – $74,999
11 ☐ $ 75,000 – $99,999
12 ☐ $100,000 or more

49. Are you male or female?

SEX
309
1 ☐ Male
2 ☐ Female

50a. What is your race?

Mark (X) only one box.

RACE
310
1 ☐ American Indian, Alaskan Native *(Aleut, Alaskan Indian, Yupik, Inupiat) – Continue with b*
2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3 ☐ Black
4 ☐ White
} *Skip to item 51*

b. Are you enrolled in a state or federally recognized tribe?

TRIBE
311
1 ☐ Yes
2 ☐ No

51. Are you of Hispanic origin?

HISPANIC
312
1 ☐ Yes
2 ☐ No

52. What is your year of birth?

BIRTHYR
313 | 1 | 9 | | |

53. What is your current marital status?

MARITAL
314
1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

54. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

DEPCHLDN
315 ______ Number of children supported – *Continue with 55*
0 ☐ None – *Skip to item 56*

55. What was the age of your youngest child on his/her last birthday?

If child is less than one year, please enter "0."

AGEYOUNG
316 ______ Age of youngest child

56. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

317 *OTHERDEP*
1 ☐ Yes – **How many persons?** → 318 *DEPCOUNT* ______
2 ☐ No

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SECTION 8 – RESPONDENT INFORMATION

The survey you have completed may involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

57. PGM 4 **Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.**

Your name 319	Spouse's full name	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other – *Specify* ____	
Days/times convenient to reach you		

58. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)

Name 320	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* ____	
Name 321	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* ____	

59. Not counting interruptions, how long did it take to complete this survey?

PGM 3

322 ________ Minutes

SURVMINS

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE APPRECIATED.

U.S. GOVERNMENT PRINTING OFFICE : 1991 - 287-585 QL 3

Private School Teacher Questionnaire (SASS 4B)

FORM **SASS-4B**
(1-7-91)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SCHOOLS AND STAFFING SURVEY
PRIVATE SCHOOL TEACHER QUESTIONNAIRE
1990—1991

OMB No. 1850-0598
Approval Expires 12/31/92

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

This questionnaire is intended only for the teacher whose name appears on the address label.

If you are that teacher, please complete this questionnaire and return it to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763-5507.

If the teacher named on the label is no longer teaching at this school, please mark the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

001
1 ☐ Teacher has transferred to another school
2 ☐ Teacher has retired
3 ☐ Teacher is deceased
4 ☐ Teacher has left this school for another reason
5 ☐ Teacher named on label has never worked at this school

Please correct any errors in name and address, including ZIP Code.

THIS SURVEY HAS BEEN ENDORSED BY —

American Montessori Society
Christian Schools International
Council on American Private Education
Evangelical Lutheran Church in America
Friends Council on Education
General Council of Seventh-Day Adventists
Lutheran Church — Missouri Synod
National Association of Episcopal Schools
National Association of Independent Schools
National Catholic Educational Association
U.S. Catholic Conference

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Dear Teacher:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1990—1991 Schools and Staffing Survey. You are one of 65,000 teachers from public and private schools across the nation selected to be in the sample.

The Schools and Staffing Survey, first conducted in school year 1987—88, is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are being conducted periodically to measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the general status of teaching and schooling. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting the survey for the National Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I therefore encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East Tenth Street, Jeffersonville, IN 47132**, in the preaddressed envelope enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Elliott

Emerson J. Elliott
Acting Commissioner
National Center for Education Statistics

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average one hour per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later items or to continue with the next item on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census COLLECT at (301) 763–5507.

Return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

Remarks

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

SECTION I – CURRENT TEACHING STATUS

1. How do you classify your MAIN assignment at THIS school (i.e., the activity at which you spend MOST of your time) during this school year?

Mark (X) only one box.

011
1 ☐ Regular full-time teacher – *Skip to item 5*
2 ☐ Regular part-time teacher
3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
Continue with item 2
5 ☐ Short-term substitute
6 ☐ Student teacher
7 ☐ Other professional staff (e.g., counselor, librarian, curriculum coordinator, social worker)
8 ☐ Administrator (e.g., principal, assistant principal, director, head)
9 ☐ Teacher's aide
10 ☐ Support staff (e.g., secretary)

IF YOU MARKED BOX 5, 6, 7, 8, 9, OR 10 ABOVE, PLEASE STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

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SECTION I — CURRENT TEACHING STATUS — *Continued*

2. How much time do you work as a TEACHER at this school? *Mark (X) only one box.*	012	1 ☐ Full time — *Skip to item 5* 2 ☐ ¾ time or more, but less than full-time 3 ☐ ½ time or more, but less than ¾ time 4 ☐ ¼ time or more, but less than ½ time 5 ☐ Less than ¼ time (2–5) *Continue with item 3*
3a. Do you have any other assignment at THIS school?	013	1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 4*
b. Which of these best describes your other assignment at this school? *Mark (X) only one box.*	014	1 ☐ Administrator (e.g., principal, assistant principal, director, head) 2 ☐ Counselor 3 ☐ Librarian/media specialist 4 ☐ Coach 5 ☐ Other professional staff (e.g., department head, curriculum coordinator) 6 ☐ Support staff (e.g., secretary, aide) 7 ☐ Other — *Describe* ↴ ____________________
c. Including your teaching and other assignment, are you a FULL-TIME EMPLOYEE at this school?	015	1 ☐ Yes — *Skip to item 5* 2 ☐ No — *Continue with item 4*
4. In addition to employment at this school, what is your OTHER main activity? *Mark (X) only one box.*	016	1 ☐ Teaching in another school 2 ☐ Working as a paid tutor 3 ☐ Student at a college or university 4 ☐ Working in a nonteaching occupation in the field of education (e.g., guidance counselor) 5 ☐ Working in an occupation outside the field of education 6 ☐ Caring for family members 7 ☐ Seeking work

SECTION 2 — TEACHING EXPERIENCE

5. In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level? Do not include time spent as a student teacher.	017	1 9 ☐ ☐
6. What was your MAIN activity the year before you began teaching at the elementary or secondary level? *Mark (X) only one box.*	018	1 ☐ Student at a college or university 2 ☐ Caring for family members 3 ☐ Working as a substitute teacher 4 ☐ Teaching in a preschool 5 ☐ Teaching at a college or university (1–5) *Skip to item 9* 6 ☐ Working in a nonteaching position in the field of education — *Continue with item 7* 7 ☐ Working in an occupation outside the field of education — *Skip to item 8* 8 ☐ Military service 9 ☐ Seeking work 10 ☐ Retired from another job (8–10) *Skip to item 9*

SECTION 2 — TEACHING EXPERIENCE — *Continued*

NOTE: *Answer item 7 ONLY if you marked box 6 in answer to question 6 on page 4.*

7. Which of these categories best describes your previous position in the field of education?

Mark (X) only one box.

019
- 1 ☐ Administrator (e.g., principal, assistant principal, director)
- 2 ☐ Counselor
- 3 ☐ Librarian/media specialist
- 4 ☐ Coach
- 5 ☐ Other professional staff (e.g., department head, curriculum coordinator)
- 6 ☐ Instructional aide
- 7 ☐ Noninstructional support staff (e.g., secretary)

} *Skip to item 9*

NOTE: *Answer items 8a–e ONLY if you marked box 7 in answer to question 6 on page 4.*

8a. For whom did you work? — *Record the name of the company, business, or organization.*

____

b. What kind of business or industry was this? *For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.*

020 ☐☐☐ ______________________________

c. What kind of work were you doing? *Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.*

021 ☐☐☐ ______________________________

d. What were your most important activities or duties at that job? — *For example, typing, selling cars, driving delivery truck, caring for livestock.*

____

e. How would you classify yourself on that job?

Mark (X) only one box.

022
- 1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
- 2 ☐ A FEDERAL government employee
- 3 ☐ A STATE government employee
- 4 ☐ A LOCAL government employee
- 5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
- 6 ☐ Working WITHOUT PAY in a family business or farm
- 7 ☐ Working WITHOUT PAY in a volunteer job

9. Including this school year, at which of these school levels have you taught, either full- or part-time, for one year or more?

Mark (X) all that apply.

- 023 1 ☐ Prekindergarten
- 024 2 ☐ Elementary (including kindergarten)
- 025 3 ☐ Middle school or junior high
- 026 4 ☐ Senior high
- 027 5 ☐ Postsecondary

10a. Have you ever worked as an elementary or secondary teacher in a PUBLIC SCHOOL?

028
- 1 ☐ Yes — *Continue with b*
- 2 ☐ No — *Skip to item 11a*

b. How many years did you teach FULL-TIME in public schools?

Record whole years, not fractions or months.

029 ________ Years
0 ☐ None

c. How many years did you teach PART-TIME in public schools?

Record whole years, not fractions or months.

030 ________ Years
0 ☐ None

SECTION 2 — TEACHING EXPERIENCE — *Continued*

11a.	**How many years have you worked as a FULL-TIME elementary or secondary teacher in PRIVATE schools? Include the current school year if you are a full-time teacher this year.** *Record whole years, not fractions or months. If less than 4 months, mark "None."*	031 ______ Years 0 ☐ None
b.	**How many years have you worked as a PART-TIME elementary or secondary teacher in PRIVATE schools? Include this school year if you are a part-time teacher this year.** *Record whole years, not fractions or months. If less than 4 months, mark "None."*	032 ______ Years 0 ☐ None
12a.	**Since you began teaching, how many times have you had a break in service of one year or more?**	033 ______ Breaks in service — *Continue with b* 0 ☐ None — *Skip to item 13*
b.	**Were any of these breaks due to a reduction-in-force or a lay-off?**	034 1 ☐ Yes — **How many?** → 035 ______ 2 ☐ No
c.	**How long was the most recent break in service?**	036 ______ Years
d.	**Since your most recent break in service, how many consecutive years have you been teaching?** *Include the current year and count each year, whether full- or part-time, as one year.*	037 ______ Years
13.	**In what year did you begin teaching in THIS school?** *If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.*	038 1 9 ☐ ☐
14.	**What was your main activity the year before you began teaching in THIS school?** *If you left this school and then returned, please report your main activity the year before you most recently returned to this school.* *Mark (X) only one box.*	039 1 ☐ Teaching in another PRIVATE elementary or secondary school IN THIS STATE 2 ☐ Teaching in a PUBLIC elementary or secondary school IN THIS STATE 3 ☐ Teaching in an elementary or secondary school IN A DIFFERENT STATE 4 ☐ Working as a substitute teacher 5 ☐ Teaching in a preschool 6 ☐ Teaching at a college or university 7 ☐ Working in a position in the field of education, but not as a teacher 8 ☐ Working in an occupation outside the field of education 9 ☐ Caring for family members 10 ☐ Student at a college or university 11 ☐ Military service 12 ☐ Unemployed and seeking work 13 ☐ Retired from another job

SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD OF STUDY CODES FOR QUESTIONS 15, 16, AND 17

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies

37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

15a.	**Do you have a bachelor's degree?**	040	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 17a*
b.	**What was your major field of study?** *Enter the major field and the two-digit code from the list above.*	041	☐☐ Code ______ Major field
c.	**In what year did you receive your bachelor's degree?**	042	1 9 ☐☐
d.	**Did you have a second major or a minor field of study?**	043	1 ☐ Yes – *Continue with e* 2 ☐ No – *Skip to item 16a*
e.	**What was your second major or minor field of study?** *Enter the field and the two-digit code from the list above.*	044	☐☐ Code ______ Second major or minor field
16a.	**Do you have a master's degree?**	045	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 17a*
b.	**What was your major field of study?** *Enter the major field and the two-digit code from the list above.*	046	☐☐ Code ______ Major field
c.	**In what year did you receive your master's degree?**	047	1 9 ☐☐

Remarks

17a. Do you have any other type of degree?

048
1 ☐ Yes – *Continue with b*
2 ☐ No – *Skip to item 18a*

b. What other degree(s) have you earned?
Mark (X) all that apply in column (b) below.

c. What was your major field of study for each degree?
In column (c) below, enter the appropriate field name and two-digit code from the list at the top of the previous page.

d. In what year did you receive each degree?

(b) Degree(s) earned *Mark (X) all that apply.*	(c) Major field code	(d) Year degree received
049 1 ☐ Associate degree	050 ☐☐ Code ________ Major field	051 19____
052 2 ☐ Education specialist or professional diploma (at least one year beyond Master's level)	053 ☐☐ Code ________ Major field	054 19____
055 3 ☐ Doctorate or first professional degree (Ph.D., Ed. D., M. D., L.L.B., J.D., D.D.S.)	056 ☐☐ Code ________ Major field	057 19____

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 18, 21, and 22

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian studies (Native American)
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/theater
21 English/language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign language
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/life science
58 Chemistry
59 Geology/earth science/space science
60 Physics
61 General and all other science

Vocational education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

18a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in item 18b.

058 ☐☐ Code ________ Main assignment field

059 1 ☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

060
1 ☐ Yes – **In what field do you teach the second most classes?**
Use the assignment field codes listed above. → 061 ☐☐ Code
2 ☐ No

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SECTION 3 — TEACHER TRAINING — *Continued*

19a. Have you ever taken any college level COURSES in teaching methods or education?

062
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to Check Item A*

b. How many graduate and undergraduate COURSES in teaching methods or education have you ever taken?

Include courses you are now taking, as well as courses taken to earn a degree and courses taken outside a degree program.

Please record the number of COURSES, not credit hours.

Number of education COURSES	
Undergraduate	Graduate
063 ________ Course(s) 0 ☐ None	064 ________ Course(s) 0 ☐ None

CHECK ITEM A **Is your main teaching assignment field prekindergarten, kindergarten, general elementary, or special education?**

065
1 ☐ Yes — *Skip to item 21a*
2 ☐ No — *Continue with item 20a*

20a. Have you ever taken any college level COURSES in the subject area that is your MAIN teaching assignment (i.e., the subject in which you teach the most classes)?

066
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 21a*

b. How many COURSES have you ever taken in this subject area?

Include all college level COURSES that are related to the main subject you teach. Include courses you are now taking. Include both undergraduate and graduate courses. Include courses taken to earn a degree and those taken outside a degree program.

Please record the number of COURSES, not credit hours.

Number of subject matter COURSES	
Undergraduate	Graduate
067 ________ Course(s) 0 ☐ None	068 ________ Course(s) 0 ☐ None

21a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *Enter the field and the two-digit code from the list on page 8.*

069 ☐☐ Code ________________ Best qualified field

b. Do you feel qualified to teach any other fields?

070
1 ☐ Yes — **For what field do you feel second best qualified?** *Use codes listed on page 8.* → 071 ☐☐ Code
2 ☐ No

22. Has your MAIN teaching assignment field changed since you began teaching?

072
1 ☐ Yes
- **What was your previous main assignment field?** *Use codes listed on page 8.* → 073 ☐☐ Code
- **Counting this year, how many consecutive years have you been teaching in your current assignment field?** → 074 ________ Years

2 ☐ No

23a. At this school, do you teach any students in any of grades 7—12?

075
1 ☐ Yes — *Continue with b*
2 ☐ No — *Skip to item 24a*

b. At this school, do you teach any classes in computer science, mathematics, or any kind of science, such as biology, chemistry, or general science?

076
1 ☐ Yes — *Continue with c*
2 ☐ No — *Skip to item 24a*

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SECTION 3 — TEACHER TRAINING — *Continued*

23c. Have you ever taken any undergraduate or graduate COURSES in the following subjects? *Answer for each field listed below.*	Courses taken in field	Number of COURSES	
		Undergraduate	Graduate
(1) Mathematics	077 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	078 ______ Course(s) 0 ☐ None	079 ______ Course(s) 0 ☐ None
(2) Computer science	080 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	081 ______ Course(s) 0 ☐ None	082 ______ Course(s) 0 ☐ None
(3) Biology or life science	083 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	084 ______ Course(s) 0 ☐ None	085 ______ Course(s) 0 ☐ None
(4) Chemistry	086 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	087 ______ Course(s) 0 ☐ None	098 ______ Course(s) 0 ☐ None
(5) Physics	089 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	090 ______ Course(s) 0 ☐ None	091 ______ Course(s) 0 ☐ None
(6) Earth or space science	092 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	093 ______ Course(s) 0 ☐ None	094 ______ Course(s) 0 ☐ None
(7) Other natural science	095 1 ☐ Yes – **How many?** → 2 ☐ No courses taken	096 ______ Course(s) 0 ☐ None	097 ______ Course(s) 0 ☐ None

24a. In addition to the college courses you have already reported, have you ever participated in any teacher workshops or in-service training which included 30 hours or more of class attendance?	098	1 ☐ Yes — *Continue with b* 2 ☐ No — *Skip to item 25a*
b. Was this training relevant to your current MAIN teaching assignment field?	099	1 ☐ Yes 2 ☐ No
c. What was your MAJOR purpose for taking this training? *Mark (X) only one box.*	100	1 ☐ To fulfill initial certification requirements for current position 2 ☐ To maintain and/or improve qualifications for current position (including meeting recertification requirements) 3 ☐ To train to teach a different subject matter area 4 ☐ To train to teach at a different grade level 5 ☐ To train to teach handicapped students or students with learning disabilities 6 ☐ To train to teach other special student populations (e.g., Native American, limited English proficiency, etc.) 7 ☐ To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling) 8 ☐ Other — *Describe* ↴ ______________________________

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SECTION 3 – TEACHER TRAINING – *Continued*

25a. Do you have a teaching certificate in this STATE in your MAIN teaching assignment field?	101	1 ☐ Yes – *Continue with b* 2 ☐ No – *Skip to item 26a*
b. What type of certification do you hold in this field? *Mark (X) only one box.*	102	1 ☐ Advanced professional certificate 2 ☐ Regular or standard state certification (the standard certification offered in your state) 3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
c. In what year were you certified in your main teaching field by this state?	103	1 9 ☐☐
26a. Do you have a teaching certificate in this STATE in your OTHER teaching assignment field at this school?	104	1 ☐ Yes – *Continue with b* 2 ☐ No 3 ☐ Not applicable; I do not have another teaching assignment field. (2–3) *Skip to item 27a*
b. What type of certification do you hold in this field? *Mark (X) only one box.*	105	1 ☐ Advanced professional certificate 2 ☐ Regular or standard state certification (the standard certification offered in your state) 3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
c. In what year were you certified in this field by this state?	106	1 9 ☐☐
27a. Are you a member of any professional teacher or educational organization?	107	1 ☐ Yes 2 ☐ No
b. Have you participated in workshops, seminars or conferences sponsored by any of these organizations?	108	1 ☐ Yes – *Continue with c* 2 ☐ No – *Skip to item 28a*
c. How often do you participate in these activities? *Mark (X) only one box.*	109	1 ☐ Less than once a year 2 ☐ Once or twice a year 3 ☐ Three or more times a year
28a. During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers? Do not include student teaching.	110	1 ☐ Yes 2 ☐ No
b. Are you currently a master or mentor teacher (i.e., a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program? Do not include supervision or training of student teachers.	111	1 ☐ Yes 2 ☐ No

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SECTION 4 – CURRENT TEACHING LOAD

29. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

112 1 ☐ Ungraded
113 2 ☐ Prekindergarten
114 3 ☐ Kindergarten
115 4 ☐ 1st
116 5 ☐ 2nd
117 6 ☐ 3rd
118 7 ☐ 4th
119 8 ☐ 5th
120 9 ☐ 6th
121 10 ☐ 7th
122 11 ☐ 8th
123 12 ☐ 9th
124 13 ☐ 10th
125 14 ☐ 11th
126 15 ☐ 12th
127 16 ☐ Postsecondary

NOTE – The following questions request information on each class you taught **at THIS school** during your **most recent full week** of teaching (i.e., the last week when school was in session for 5 full days and you taught your normal schedule).

30. Which of these best describes the way your classes at this school are organized?

Mark (X) only one box.

128 1 ☐ DEPARTMENTALIZED INSTRUCTION – You teach subject matter courses (e.g., history, typing, music) to several classes of different students all or most of the day – *Skip to item 32*

2 ☐ SELF-CONTAINED CLASS – You teach multiple subjects to the same class of students all or most of the day

3 ☐ TEAM TEACHING – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students

4 ☐ "PULL-OUT" CLASS – You provide instruction, e.g., special education, to certain students who are released from their regular classes

Continue with item 31a (options 2–4)

5 ☐ ELEMENTARY ENRICHMENT CLASS – You teach only one subject (such as art, music, physical education, computer skills) to all or most students in an elementary school – *Skip to item 33a*

Remarks

SECTION 4 – CURRENT TEACHING LOAD

NOTE – *Answer this question if you marked category 2, 3, or 4 in item 30 on page 12.*

31a. At THIS school, how many students were enrolled in the class or program you taught during your most recent full week of teaching? *If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.*	129 __________ Students

b. During your most recent full week of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can.

Report hours to the nearest whole hour, e.g., 1, 2.

If you did not teach a particular subject during the week, mark the "None" box.

Subject	Hours per week
(1) English/reading/language arts	130 ______ 0 ☐ None
(2) Arithmetic/mathematics	131 ______ 0 ☐ None
(3) Social studies/history	132 ______ 0 ☐ None
(4) Science	133 ______ 0 ☐ None

c. Did you assign any homework during your most recent full week of teaching at THIS school?

134
1 ☐ Yes
2 ☐ No

d. Which of these best describes the general academic achievement level of your students relative to the other students at this school?

Mark (X) only one box.

135
1 ☐ Primarily higher achieving students
2 ☐ Primarily average achieving students
3 ☐ Primarily lower achieving students
4 ☐ Students of widely differing achievement levels

PLEASE SKIP NOW TO ITEM 34a ON PAGE 16.

Remarks

SECTION 4 — CURRENT TEACHING LOAD — *Continued*

NOTE: *Answer items 32a–i ONLY if you taught subject matter (departmentalized) courses to different groups of students, i.e., you marked box 1 for item 30 on page 12.*

Item 32 refers to the subject matter classes you taught at THIS SCHOOL during your most recent FULL week of teaching. Exclude study halls, homeroom period, unscheduled tutoring, etc.

32a. How many separate classes (sections) did you teach at this school during your most recent FULL week of teaching? → 136 ________ Classes

If you teach two classes of the same subject (e.g., algebra I) to two different groups of students, count them as two separate classes. For example, if you teach two classes of chemistry and three classes of physics, you would enter "5."

Answer b–i by completing a line in the table on page 15 for each class that you taught at THIS school. The number of lines completed in the table should equal the number entered for item 32a above.

b. What was the subject matter of the class? — *Use subject matter codes listed on page 15.*

c. How many times per week does the class meet?

d. What is the grade level of MOST of the students in the class? — *Use numerals 1 to 12 for grades 1–12, K for kindergarten, PS for postsecondary, U for ungraded, and PK for prekindergarten.*

e. How many students are enrolled in the class?

f. How many students in the class are male?

g. What is the total number of students in the class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian?

h. What is the achievement level of the students in the class compared to other students in the school? *Use these codes to record the answer in column (h).*

1 Primarily higher achieving
2 Primarily average achieving
3 Primarily lower achieving
4 Widely differing achievement levels

i. Which one of the following best describes the class? — *Enter only one code for each class in column (i).*

1 General track
2 Academic/college preparatory
3 Advanced placement/college credit — allows completion of college credit
4 Honors course
5 Bilingual
6 Gifted
7 Remedial
8 Special education
9 Vocational
0 None of the above

SECTION 4 – CURRENT TEACHING LOAD – *Continued*

SUBJECT MATTER CODES FOR ITEM 32b – *Enter code in column (b) below.*

Vocational education

- **01** Agriculture
- **02** Business, marketing
- **03** Industrial arts
- **04** Health occupations
- **05** Vocational home economics
- **06** Trade and industry
- **07** Technical
- **08** Accounting/bookkeeping
- **09** Shorthand
- **10** Typing
- **11** Career education
- **12** Other vocational education

English/language arts

- **21** Literature
- **22** Composition/journalism/creative writing
- **23** Reading
- **24** English as a second language
- **25** Other English/language arts courses

Foreign languages

- **31** French
- **32** German
- **33** Latin
- **34** Russian
- **35** Spanish
- **36** Other foreign language

Mathematics

- **41** General mathematics
- **42** Business math
- **43** Algebra, elementary
- **44** Algebra, intermediate
- **45** Algebra, advanced
- **46** Geometry, plane/solid
- **47** Trigonometry
- **48** Analytic geometry/math analysis
- **49** Probability/statistics
- **50** Calculus
- **51** Other mathematics

Computer science

- **52** Computer awareness/applications
- **53** Computer programming
- **54** Other computer science

Natural science

- **61** General science
- **62** Biology/life science
- **63** Chemistry
- **64** Physics
- **65** Geology/earth science/space science
- **66** Other physical science
- **67** Other natural science

Social science

- **70** Social studies
- **71** History
- **72** World civilization
- **73** Political science/government
- **74** Geography
- **75** Economics
- **76** Civics
- **77** Sociology/social organization
- **78** Other social science

Visual and performing arts

- **81** Arts and crafts
- **82** Filmmaking/photography
- **83** Chorus
- **84** Band
- **85** Drama/theater/dance
- **86** Music
- **87** Other visual/performing arts

Other areas

- **91** Driver education
- **92** Health
- **93** Nonvocational home economics
- **94** Philosophy
- **95** Physical education
- **96** Psychology
- **97** Religion
- **98** Other courses not elsewhere classified

Class (section)	Subject matter code (2 digits) (b)	Number of times per week (c)	Grade level of MOST students in class (d)	Number of students in the class (e)	Number of males in the class (f)	Number of minorities in the class (g)	Class achievement level *Use codes on page 14* (h)	Type of class *Use codes on page 14* (i)
1	137	138	139	140	141	142	143	144
2	145	146	147	148	149	150	151	152
3	153	154	155	156	157	158	159	160
4	161	162	163	164	165	166	167	168
5	169	170	171	172	173	174	175	176
6	177	178	179	180	181	182	183	184
7	185	186	187	188	189	190	191	192
8	193	194	195	196	197	198	199	200
9	201	202	203	204	205	206	207	208
10	209	210	211	212	213	214	215	216

PLEASE SKIP NOW TO ITEM 34a ON PAGE 16.

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SECTION 4 – CURRENT TEACHING LOAD – *Continued*

NOTE: *Answer items 33a and b below only if you marked "Elementary enrichment class" (box 5) in item 30 on page 12.*

33a. What is the total number of students enrolled in all the classes you teach at THIS school?

217 ______ Students

b. How many times per week does each class usually meet?

If your classes have alternating schedules, e.g., 3 times one week and 2 times the next, mark the box for the most times a class would meet in one week.

Mark (X) only one box.

218
- 1 ☐ Once
- 2 ☐ Twice
- 3 ☐ Three times
- 4 ☐ Four times
- 5 ☐ Five times
- 6 ☐ More than 5 times

34a. How many hours were you required to be at this school during your most recent full WEEK of teaching?

Report in whole hours, not fractions or minutes.

If you are an itinerant teacher, report only the hours required for THIS school.

219 ______ Hours per week

b. During your most recent full week, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours.

(1) School-related activities involving student interaction (e.g., coaching, field trips, tutoring, transporting students)

220 ______ Hours per week

0 ☐ None

(2) Other school-related activities (e.g., preparation, grading papers, parent conferences, attending meetings)

221 ______ Hours per week

0 ☐ None

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

35. For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

a. I usually look forward to each working day at this school.

222
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

b. Staff members in this school generally do not have much school spirit.

223
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

c. This school's administration knows the problems faced by the staff.

224
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

d. In this school, the teachers and the administration are in close agreement on school discipline policy.

225
- 1 ☐ Strongly agree
- 2 ☐ Somewhat agree
- 3 ☐ Somewhat disagree
- 4 ☐ Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

35e. **The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.**	226	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
f. **My principal enforces school rules for student conduct and backs me up when I need it.**	227	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
g. **Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.**	228	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
h. **The attitudes and habits my students bring to my class greatly reduce their chances for academic success.**	229	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
i. **Many of the students I teach are not capable of learning the material I am supposed to teach them.**	230	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
j. **My teaching assignments are more difficult than those of other teachers at this school.**	231	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
k. **For me the job of teaching has more advantages than disadvantages.**	232	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
l. **If I had the chance to exchange my job as a teacher for another kind of job, I would.**	233	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
m. **I plan with the librarian/media specialist for the integration of library/media services into my teaching.**	234	0 ☐ Not applicable – This school has no librarian 1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
n. **Library/media materials are adequate to support my instructional objectives.**	235	0 ☐ Not applicable – This school has no library 1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree

36. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

236
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

37. Indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that this school is effective in assisting new teachers in each of the following matters.

a. Student discipline

237
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

b. Instructional methods

238
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

c. Curriculum

239
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

d. Adjusting to the school environment

240
1 ☐ Strongly agree
2 ☐ Somewhat agree
3 ☐ Somewhat disagree
4 ☐ Strongly disagree

38. We are interested in the importance you place on various education goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 – Building basic literacy skills (reading, math, writing, speaking)
2 – Encouraging academic excellence
3 – Promoting occupational or vocational skills
4 – Promoting good work habits and self-discipline
5 – Promoting personal growth (self-esteem, self-knowledge, etc.)
6 – Promoting human relations skills
7 – Promoting specific moral values
8 – Fostering religious or spiritual development

241 ________ Most important
242 ________ Second most important
243 ________ Third most important

39. At this school, how much actual influence do you think teachers have over school policy in each of the following areas?

Use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."

		No influence →					**A great deal of influence**
a. Determining discipline policy	244	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Determining the content of in-service programs	245	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting policy on grouping students in classes by ability	246	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Establishing curriculum	247	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

40. At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?

Use the scale of 1—6, where 1 means "No control" and 6 means "Complete control."

		No control →					Complete control
a. Selecting textbooks and other instructional materials	248	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Selecting content, topics, and skills to be taught	249	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Selecting teaching techniques	250	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Evaluating and grading students	251	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Disciplining students	252	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Determining the amount of homework to be assigned	253	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

41. To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	254	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	255	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	256	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	257	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	258	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	259	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	260	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	261	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	262	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	263	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	264	1 ☐	2 ☐	3 ☐	4 ☐
l. Physical abuse of teachers	265	1 ☐	2 ☐	3 ☐	4 ☐

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

41. *Continued*
To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

Mark (X) one box on each line.

		Serious	Moderate	Minor	Not a problem
m. Verbal abuse of teachers	266	1 ☐	2 ☐	3 ☐	4 ☐
n. Student disrespect for teachers	267	1 ☐	2 ☐	3 ☐	4 ☐
o. Students dropping out	268	1 ☐	2 ☐	3 ☐	4 ☐
p. Student apathy	269	1 ☐	2 ☐	3 ☐	4 ☐
q. Lack of academic challenge	270	1 ☐	2 ☐	3 ☐	4 ☐
r. Lack of parent involvement	271	1 ☐	2 ☐	3 ☐	4 ☐
s. Parental alcoholism and/or drug abuse	272	1 ☐	2 ☐	3 ☐	4 ☐
t. Poverty	273	1 ☐	2 ☐	3 ☐	4 ☐
u. Racial tension	274	1 ☐	2 ☐	3 ☐	4 ☐
v. Cultural conflict	275	1 ☐	2 ☐	3 ☐	4 ☐

42. How long do you plan to remain in teaching?
Mark (X) only one box.

276
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
} *Continue with item 43*

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time
} *Skip to item 44a*

43. In how many years do you plan to retire from teaching?

277 __________ Years

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – *Continued*

44a. What was your MAIN activity LAST SCHOOL YEAR?

Mark (X) only one box.

278
1 ☐ Teaching in this school
2 ☐ Teaching in another PRIVATE school
4 ☐ Teaching in a PUBLIC school
5 ☐ Teaching in a preschool
6 ☐ Teaching at the postsecondary level
7 ☐ Working as a substitute teacher
8 ☐ Student at a college or university
9 ☐ Working in a nonteaching occupation in the field of education
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Unemployed and seeking work
13 ☐ Military service
14 ☐ Retired from another job

b. What do you expect your MAIN activity will be NEXT SCHOOL YEAR?

Mark (X) only one box.

279
1 ☐ Teaching in this school
2 ☐ Teaching in another PRIVATE school
4 ☐ Teaching in a PUBLIC school
5 ☐ Teaching in a preschool
6 ☐ Teaching at the postsecondary level
7 ☐ Working as a substitute teacher
8 ☐ Student at a college or university
9 ☐ Working in a nonteaching occupation in the field of education
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Unemployed and seeking work
13 ☐ Military service
14 ☐ Retired

SECTION 6 – INCENTIVES AND COMPENSATION

45. Do you currently receive the following pay incentives?

a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	280	1 ☐ Yes 2 ☐ No
b. Additional pay for teaching in a shortage field (e.g., math, science)	281	1 ☐ Yes 2 ☐ No
c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)	282	1 ☐ Yes 2 ☐ No
d. Salary increases as part of a career ladder in which you progress through several promotional levels based on your performance	283	1 ☐ Yes 2 ☐ No
e. A merit pay bonus for exceptional performance in a given year	284	1 ☐ Yes 2 ☐ No
f. A schoolwide bonus because your school showed exceptional performance or improvement in a given year	285	1 ☐ Yes 2 ☐ No

SECTION 6 — INCENTIVES AND COMPENSATION — *Continued*

46. **The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1990 through the end of the 1990–91 school year.**

Record earnings in whole dollars.

a. **DURING THE SUMMER OF 1990, did you have any earnings from —**

(1) Teaching summer school in this or any other school?	286	1 ☐ Yes — **How much?** → 287 $ ______ .00 2 ☐ No
(2) Working in a nonteaching job in this or any other school?	288	1 ☐ Yes — **How much?** → 289 $ ______ .00 2 ☐ No
(3) Working in any NONSCHOOL job?	290	1 ☐ Yes — **How much?** → 291 $ ______ .00 2 ☐ No

b. **DURING THE CURRENT SCHOOL YEAR —**

(1) What is your academic base year salary for teaching in this school?	292	$ ______ .00 per year
(2) Do you, or will you, earn any additional compensation from your school for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?	293	1 ☐ Yes — **How much?** → 294 $ ______ .00 2 ☐ No
(3) Do you, or will you, earn additional compensation from working in any job outside this school?	295	1 ☐ Yes — **How much?** → 296 $ ______ .00 2 ☐ No — *Skip to item 46b(4)*
(a) Which of these best describes this job outside this school? *Mark (X) only one box.*	297	1 ☐ Teaching or tutoring 2 ☐ Nonteaching, but education related 3 ☐ Not related to education
(4) Have you EARNED income from any other sources this year, e.g., a bonus?	298	1 ☐ Yes — **How much?** → 299 $ ______ .00 2 ☐ No

c. **What will be your total EARNED income from all sources from the summer of 1990 through the end of this school year?**

Your answer should equal the sum of your answers to items 46a(1)–b(4).

300 $ ______ .00

d. **Do you work in this school on a contributed service basis, that is, at less than full salary or at no salary, for example, as a member of a religious order?**

CONTRSVC 301
1 ☐ Yes
2 ☐ No

47. **Do you receive any income-in-kind from this school in addition to or in lieu of your salary?**

Mark (X) all that apply.

HOUSEXPS	302	1 ☐ Housing or housing expenses
MEALS	303	2 ☐ Meals
TUITION	304	3 ☐ Tuition for your children
CHLDCARE	305	4 ☐ Child care
COLLEGE	306	5 ☐ College tuition for yourself
TRANSPT	307	6 ☐ Car/transportation expenses
NONE	308	0 ☐ None of the above

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SECTION 7 – BACKGROUND INFORMATION

48. Which category represents the total combined income of all FAMILY members age 14 and older in your household during 1990? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household. *Mark (X) only one box.*	*FAMLYINC* 309 1 ☐ Less than $10,000 2 ☐ $ 10,000 – $14,999 3 ☐ $ 15,000 – $19,999 4 ☐ $ 20,000 – $24,999 5 ☐ $ 25,000 – $29,999 6 ☐ $ 30,000 – $34,999 7 ☐ $ 35,000 – $39,999 8 ☐ $ 40,000 – $49,999 9 ☐ $ 50,000 – $59,999 10 ☐ $ 60,000 – $74,999 11 ☐ $ 75,000 – $99,999 12 ☐ $100,000 or more
49. Are you male or female?	*SEX* 310 1 ☐ Male 2 ☐ Female
50a. What is your race? *Mark (X) only one box.*	*RACE* 311 1 ☐ American Indian, Alaskan Native *(Aleut, Alaskan Indian, Yupik, Inupiat) – Continue with b* 2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)* 3 ☐ Black 4 ☐ White *Skip to item 51*
b. Are you enrolled in a state or federally recognized tribe?	*TRIBE* 312 1 ☐ Yes 2 ☐ No
51. Are you of Hispanic origin?	*HISPANIC* 313 1 ☐ Yes 2 ☐ No
52. What is your year of birth?	*BIRTHYR* 314 1 9 ☐ ☐
53. What is your current marital status?	*MARITAL* 315 1 ☐ Married 2 ☐ Widowed, divorced, or separated 3 ☐ Never married
54. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?	*DEPCHLDN* 316 ______ Number of children supported – *Continue with 55* 0 ☐ None – *Skip to item 56*
55. What was the age of your youngest child on his/her last birthday? *If child is less than one year, please enter "0."*	*AGEYOUNG* 317 ______ Age of youngest child
56. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?	318 *OTHERDEP* 1 ☐ Yes – **How many persons?** → 319 *DEPCOUNT* ______ 2 ☐ No

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SECTION 8 – RESPONDENT INFORMATION

The survey you have completed may involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

57. **Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.**

PGM 4

Your name 320

Spouse's full name

Street address

City

State

ZIP Code

Telephone number *(Include area code)*
(   )

Days/times convenient to reach you

In whose name is the telephone number listed? *(Mark (X) only one.)*

1 ☐ No phone
2 ☐ My name
3 ☐ Other – *Specify* ____________________

58. **What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)**

Name 321

Relationship to you

Street address

City

State

ZIP Code

Telephone number *(Include area code)*
(   )

In whose name is the telephone number listed? *(Mark (X) only one.)*

1 ☐ No phone
2 ☐ Name entered above
3 ☐ Other – *Specify* ____________________

Name 322

Relationship to you

Street address

City

State

ZIP Code

Telephone number *(Include area code)*
(   )

In whose name is the telephone number listed? *(Mark (X) only one.)*

1 ☐ No phone
2 ☐ Name entered above
3 ☐ Other – *Specify* ____________________

59. **Not counting interruptions, how long did it take to complete this survey?**

PGM 3

323 *SURVMINS* __________ Minutes

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE APPRECIATED.

Appendix G. Industry and Occupation Codes

1980 Census Of Population Industry Classifications

The 3 digit number in the left margin is the code symbol for the occupation category. The number in parentheses to the right of the description is the SIC definition.

AGRICULTURE, FORESTRY, AND FISHERIES

010	Agricultural production, crops (01)
011	Agricultural production, livestock (02)
020	Agricultural services, except horticultural (07, except 078)
021	Horticultural services (078)
030	Forestry (08)
031	Fishing hunting, and trapping (09)

MINING

040	Metal mining (10)
041	Coal mining (11, 12)
042	Crude petroleum and natural gas extraction (13)
050	Nonmetallic mining and quarrying, except fuel (14)
060	Construction (15, 16, 17)

MANUFACTURING

NONDURABLE GOODS

FOOD AND KINDRED PRODUCTS

100	Meat products (201)
101	Dairy products (202)
102	Canned and preserved fruits and vegetables (203)
110	Grain mill products (204)
111	Bakery products (205)
112	Sugar and confectionery products (206)
120	Beverage industries (208)
121	Miscellaneous food preparations and kindred products (207,209)
122	Not specified food industries
130	Tobacco manufactures (21)

TEXTILE MILL PRODUCTS

132	Knitting mills (225)
140	Dyeing and finishing textiles, except wool and knit goods (226)
141	Floor coverings, except hard surface (227)

142 Yarn, thread, and fabric mills (228,221-224)
150 Miscellaneous textile mill products (229)

APPAREL AND OTHER FINISHED TEXTILE PRODUCTS

151 Apparel and accessories, except knit (231-238)
152 Miscellaneous fabricated textile products (239)

PAPER AND ALLIED PRODUCTS

160 Pulp, paper, and paperboard mill (261-263,266)
161 Miscellaneous paper and pulp products (264)
162 Paperboard containers and boxes (265)

PRINTING, PUBLISHING, AND ALLIED INDUSTRIES

171 Newspaper publishing and printing (271)
172 Printing, publishing, and allied industries, except newspapers (272-279)

CHEMICALS AND ALLIED PRODUCTS

180 Plastics, synthetics, and resins (282)
181 Drugs (283)
182 Soaps and cosmetics (284)
190 Paints, varnishes, and related products (285)
191 Agricultural chemicals (287)
192 Industrial and miscellaneous chemicals (281,286,289)

PETROLEUM AND COAL PRODUCTS

200 Petroleum refining (291)
201 Miscellaneous petroleum and coal products (295,299)

RUBBER AND MISCELLANEOUS PLASTICS PRODUCTS

210 Tires and inner tubes (301)
211 Other rubber products, and plastics footwear and belting (302-304, 306)
212 Miscellaneous plastics products (307)

LEATHER AND LEATHER PRODUCTS

220 Leather tanning and finishing (311)
221 Footwear, except rubber and plastic (313,314)
222 Leather products, except footwear (315-317, 319)

DURABLE GOODS

LUMBER AND WOOD PRODUCTS, EXCEPT FURNITURE

230 Logging (241)
231 Sawmills, planning mills, and millwork (242, 243)
232 Wood buildings and mobile homes (245)
241 Miscellaneous wood products (244,249)
242 Furniture and fixtures (25)

STONE, CLAY, GLASS, AND CONCRETE PRODUCTS

250 Glass and glass products (321-323)
251 Cement, concrete, gypsum, and plaster products (324,327)
252 Structural clay products (325)
261 Pottery and related products (326)
262 Miscellaneous nonmetallic mineral and stone products (328,329)

METAL INDUSTRIES

270 Blast furnaces, steelworks, rolling and finishing mills(331)
271 Iron and steel foundries (332)
272 Primary aluminum industries (3334, pt 334, 3353-55,3361)
280 Other primary metal industries (3331-3333, 3339, 334, 3351, 3356, 3357, 3362, 3369, 339)
281 Cutlery, hand tools, and other hardware (342)
282 Fabricated structural metal products (344)
290 Screw machine products (345)
291 Metal forgings and stampings (346)
292 Ordinance (348)
300 Miscellaneous fabricated metal products (341,343,349)
301 Not specified metal industries

MACHINERY, EXCEPT ELECTRICAL

310 Engines and turbines (351)
311 Farm machinery and equipment (352)
312 Construction and material handling machines (353)
320 Metal working machinery (354)
321 Office and accounting machines (357, except 3573)
322 Electronic computing equipment (3573)
331 Machinery, except electrical, N.E.C. (355, 356, 359)
332 Not specified machinery

ELECTRICAL MACHINERY, EQUIPMENT, AND SUPPLIES

340 Household appliances (363)
341 Radio, tv. And communication equipment (365, 366)
342 Electrical machinery, equipment, and supplies, N.E.C. (361, 362, 364, 367, 369)
350 Not specified electrical machinery, equipment, and supplies

TRANSPORTATION EQUIPMENT

351 Motor vehicles and motor vehicle equipment (371)
352 Aircraft and parts (372)
360 Ship yard boat building and repairing (373)
361 Railroad locomotives and equipment (374)
362 Guided missiles, space vehicles, and parts (376)
370 Cycles and miscellaneous transportation equipment (379)

PROFESSIONAL AND PHOTOGRAPHIC EQUIPMENT, AND WATCHES

371 Scientific and controlling instruments (381,382)
372 Optical and health services supplies (383, 384, 385)
380 Photographic equipment and supplies(386)
381 Watches, clocks, and clockwork operated devices
382 Not specified professional equipment
390 Toys, amusement, and sporting goods (394)
391 Miscellaneous manufacturing industries (39 Exc. 394)
392 Not specified manufacturing industries

TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES

TRANSPORTATION

400 Railroads (40)
401 Bus service and urban transit (41, except 412)
402 Taxicab service (412)
410 Trucking service (421, 423)
411 Warehousing and storage (422)
412 U.S. Postal service (43)
420 Water transportation (44)
421 Air transportation (45)
422 Pipe lines, except natural gas (46)
432 Services incidental to transportation (47)

COMMUNICATIONS

440 Radio and television broadcasting (483)
441 Telephone (wire and radio) (481)
442 Telegraph and miscellaneous communication services (482, 489)

UTILITIES AND SANITARY SERVICES

460 Electric light and power (491)
461 Gas and steam supply systems (492, 496)
462 Electric and gas, and other combination (493)
470 Water supply and irrigation (494, 497)
471 Sanitary services (495)
472 Not specified utilities

WHOLESALE TRADE

DURABLE GOODS

500 Motor vehicles and equipment (501)
501 Furniture and home furnishings (502)
502 Lumber and construction materials (503)
510 Sporting goods, toys, and hobby goods (504)
511 Metals and minerals, except petroleum (505)
512 Electrical goods (506)
521 Hardware, plumbing and heating supplies (507)
522 Not specified electrical and hardware products
530 Machinery, equipment, and supplies (508)
531 Scrap and waste materials (5093)
532 Miscellaneous wholesale, durable goods (5094, 5099)

NONDURABLE GOODS

540 Paper and paper products (511)
541 Drugs, chemicals, and allied products (512, 516)
542 Apparel, fabrics, and notions (513)
550 Groceries and related products (514)
551 Farm-product raw materials (515)
552 Petroleum products (517)
560 Alcoholic beverages (518)
561 Farm supplies (5191)
562 Miscellaneous wholesale, nondurable goods (5194,5198,5199)
571 Not specified wholesale trade

RETAIL TRADE

580 Lumber and building material retailing (521,523)
581 Hardware stores (525)
582 Retail nurseries and garden stores (526)
590 Mobile home dealers (527)
591 Department stores (531)
592 Variety stores (533)
600 Miscellaneous general merchandise stores (539)
601 Grocery stores (541)
602 Dairy products stores (545)
610 Retail bakeries (546)
611 Food stores, N.E.C. (542,543,544,549)
612 Motor vehicle dealers (551,552)
620 Auto and home supply stores (553)
621 Gasoline service stations (554)
622 Miscellaneous vehicle dealers (555,556,557,559)
630 Apparel and accessory stores, except shoe (56, except 566)
631 Shoe stores (566)
632 Furniture and home furnishings stores (571)
640 Household appliances, tv, and radio stores (572,573)
641 Eating and drinking places (58)
642 Drug stores (591)
650 Liquor stores (592)
651 Sporting goods, bicycles, and hobby stores (5941,5945,5946)
652 Book and stationery stores (5942,5943)
660 Jewelry stores (5944)
661 Sewing, needlework, and piece goods stores (5949)
662 Mail order houses (5961)
670 Vending machine operators (5962)
671 Direct selling establishments (5963)
672 Fuel and ice dealers (598)
681 Retail florists (5992)
682 Miscellaneous retail stores (593,5947,5948,5993,5994,5999)
691 Not specified retail trade

FINANCE, INSURANCE, AND REAL ESTATE

700 Banking (60)
701 Savings and loan associations (612)
702 Credit agencies, N.E.C. (61,Except 612)
710 Security, commodity brokerage, and investment companies (62,67)
711 Insurance (63,64)
712 Real estate, including real estate-insurance-law offices (65,66)

BUSINESS AND REPAIR SERVICES

721 Advertising (731)
722 Services to dwellings and other buildings (734)
730 Commercial research, development, and testing labs (7391,7397)
731 Personnel supply services (736)
732 Business management and consulting services (7392)
740 Computer and data processing services (737)
741 Detective and protective services (7393)
742 Business services, N.E.C. (732,733,735,7394,7395,7396,7399)
750 Automotive services, except repair (751,752,754)
751 Automotive repair shops (753)
752 Electrical repair shops (762,7694)
760 Miscellaneous repair services (763,764,7692,7699)

PERSONAL SERVICES

761 Private households (88)
762 Hotels and motels (701)
770 Lodging places, except hotels and motels (702,703,704)
771 Laundry, cleaning, and garment services (721)
772 Beauty shops (723)
780 Barber shops (724)
781 Funeral service and crematories (726)
782 Shoe repair shops (725)
790 Dressmaking shops(Pt 729)
791 Miscellaneous personal services (722,Pt 729)

ENTERTAINMENT AND RECREATION SERVICES

800 Theaters and motion pictures (78,792)
801 Bowling alleys, billiard and pool parlors (793)
802 Miscellaneous entertainment and recreation services (791,794,799)

PROFESSIONAL AND RELATED SERVICES

812 Offices of physicians (801,803)
820 Offices of dentists (802)
821 Offices of chiropractors (8041)
822 Offices of optometrists (8042)
830 Offices of health practitioners, N.E.C. (8049)
831 Hospitals (806)
832 Nursing and personal care facilities (805)
840 Health services, N.E.C. (807,808,809)
841 Legal services (81)
842 Elementary and secondary schools (821)
850 Colleges and universities (822)

851 Business, trade, and vocational schools (824)
852 Libraries (823)
860 Educational services, N.E.C. (829)
861 Job training and vocational rehabilitation services (833)
862 Child day care services (835)
870 Residential care facilities, without nursing (836)
871 Social services, N.E.C. (832,839)
872 Museums, art galleries, and zoos (84)
880 Religious organizations (866)
881 Membership organizations (861-865,869)
882 Engineering, architectural, and surveying services (891)
890 Accounting, auditing, and bookkeeping services (893)
891 Noncommercial educational and scientific research (892)
892 Miscellaneous professional and related services (899)

PUBLIC ADMINISTRATION

900 Executive and legislative offices (911-913)
901 General government, N.E.C. (919)
910 Justice, public order, and safety (92)
921 Public finance, taxation, and monetary policy (93)
922 Administration of human resources programs (94)
930 Administration of environmental quality and housing programs (95)
931 Administration of economic programs (96)
932 National security and international affairs (97)
990 Industry not reported

MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS

003 Legislators (112)
004 Chief executives and general administrators, public administration (111)
005 Administrators and officials, public administration (pt 113 and 119, except 1136)
006 Administrators, protective services (pt 113)
007 Financial managers (122)
008 Personnel and labor relations managers (123)
009 Purchasing managers (124)
013 Managers, marketing, advertising, and public relations (125)
014 Administrators, education and related fields (128)
015 Managers, medicine and health (131)
016 Managers, properties and real estate (1353)
017 Postmasters and mail superintendents (1344)
018 Funeral directors (Pt 1359)
019 Managers and administrators, N.E.C. (1136,121,126,127, 132-139, Except 1344,1353,Pt 1359)

MANAGEMENT RELATED OCCUPATIONS

023 Accountants and auditors (1412)
024 Underwriters (Pt 1419)
025 Other financial officers (Pt 1419)
026 Management analysts (142)
027 Personnel, training, and labor relations specialists (143)
028 Purchasing agents and buyers, farm products (Pt 144)
029 Buyers, wholesale and retail trade, except farm products (432)
033 Purchasing agents and buyers, N.E.C. (Pt 144)
034 Business and promotion agents (145)
035 Construction inspectors (1171, 618)
036 Inspectors and compliance officers, Exc. construction (1172,147)
037 Management related occupation, N.E.C. (149)

PROFESSIONAL SPECIALTY OCCUPATIONS

043 Architects (15)

ENGINEERS, SURVEYORS AND MAPPING SCIENTISTS

044 Aerospace engineers (1622)
045 Metallurgical and materials engineers (1623)
046 Mining engineers (1624)
047 Petroleum engineers (1625)
048 Chemical engineers (1626)
049 Nuclear engineers (1627)
053 Civil engineers (1628)
054 Agricultural engineers (1632)
055 Electrical and electronic engineers (1633,1636)
056 Industrial engineers (1634)
057 Mechanical engineers (1635)
058 Marine engineers and naval architects (1637)
059 Engineers, N.E.C. (1639)
063 Surveyors and mapping scientists (1642)

MATHEMATICAL AND COMPUTER SCIENTISTS

064 Computer systems analysts and scientists (171)
065 Operations and systems researchers and analysts (172)
066 Actuaries (1732)
067 Statisticians (1733)
068 Mathematical scientists, N.E.C. (1739)

NATURAL SCIENTISTS

069 Physicists and astronomers (1842,1843)
073 Chemists, except biochemists (1845)
074 Atmospheric and space scientists (1846)
075 Geologists and geodesists (1847)
076 Physical scientists, N.E.C. (1849)
077 Agricultural and food scientists (1853)
078 Biological and life scientists (1854,1859)
079 Forestry and conservation scientists (1852)
083 Medical scientists (1855)

HEALTH DIAGNOSING OCCUPATIONS

084 Physicians (261)
085 Dentists (262)
086 Veterinarians (27)
087 Optometrists (281)
088 Podiatrists (283)
089 Health diagnosing practitioners, N.E.C. (289)

HEALTH ASSESSMENT AND TREATING OCCUPATIONS

095 Registered nurses (29)
096 Pharmacists (301)
097 Dietitians (302)

THERAPISTS

098 Inhalation therapists (Pt 303)
099 Occupational therapists (Pt 303)
103 Physical therapists (Pt 303)
104 Speech therapists (Pt 303)
105 Therapists, N.E.C. (Pt 303)
106 Physicians' assistants (304)

TEACHERS, POSTSECONDARY

113 Earth, environmental, and marine science teachers (2212)
114 Biological science teachers (2213)
115 Chemistry teachers (2214)
116 Physics teachers (2215)
117 Natural science teachers, N.E.C. (2216)
118 Psychology teachers (2217)
119 Economics teachers (2218)
123 History teachers (2222)
124 Political science teachers (2223)

125 Sociology teachers (2224)
126 Social science teachers, N.E.C. (2225)
127 Engineering teachers (2226)
128 Mathematical science teachers (2227)
129 Computer science teachers (2228)
133 Medical science teachers (Pt 2232)
134 Health specialties teachers (Pt 2232)
135 Business, commerce, and marketing teachers (2233)
136 Agriculture and forestry teachers (2234)
137 Art, drama, and music teachers (2235)
138 Physical education teachers (2236)
139 Education teachers (2237)
143 English teachers (2238)
144 Foreign language teachers (2242)
145 Law teachers (2243)
146 Social work teachers (2244)
147 Theology teachers (2245)
148 Trade and industrial teachers (2246)
149 Home economics teachers (Pt 2249)
153 Teachers, postsecondary, N.E.C. (Pt 2249)
154 Postsecondary teachers, subject not specified

TEACHERS, EXCEPT POSTSECONDARY

155 Teachers, prekindergarten and kindergarten (231)
156 Teachers, elementary school (232)
157 Teachers, secondary school (233)
158 Teachers, special education (235)
159 Teachers, N.E.C. (234,239)
163 Counselors, educational and vocational (24)

LIBRARIANS, ARCHIVISTS, AND CURATORS

164 Librarians (251)
165 Archivists and curators (252)

SOCIAL SCIENTISTS AND URBAN PLANNERS

166 Economists (1912)
167 Psychologists (1915)
168 Sociologists (1916)
169 Social scientists, N.E.C. (1913,1914,1919)
173 Urban planners (192)

SOCIAL, RECREATION, AND RELIGIOUS WORKERS

174 Social workers (2032)
175 Recreation workers (2033)
176 Clergy (2042)
177 Religious workers, N.E.C. (2049)

LAWYERS AND JUDGES

178 Lawyers (211)
179 Judges (212)

WRITERS, ARTISTS, ENTERTAINERS, AND ATHLETES

183 Authors (Pt 321)
184 Technical writers (Pt 321)
185 Designers (322)
186 Musicians and composers (323)
187 Actors and directors (324)
188 Painters, sculptors, craft-artists, and artist printmakers (325, Pt 7263)
189 Photographers (326)
193 Dancers (327)
194 Artists, performers, and related workers, N.E.C. (328, 329)
195 Editors and reporters (331)
197 Public relations specialists (332)
198 Announcers (333)
199 Athletes (34)

TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS

TECHNICIANS AND RELATED SUPPORT OCCUPATIONS

HEALTH TECHNOLOGISTS AND TECHNICIANS

203 Clinical laboratory technologists and technicians (362)
204 Dental hygienists (363)
205 Health record technologists and technicians (364)
206 Radiologic technicians (365)
207 Licensed practical nurses (366)
208 Health technologists and technicians, N.E.C. (369)

TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH

ENGINEERING AND RELATED TECHNOLOGISTS AND TECHNICIANS

213 Electrical and electronic technicians (3711)
214 Industrial engineering technicians (3712)

215 Mechanical engineering technicians (3713)
216 Engineering technicians, N.E.C. (3719)
217 Drafting occupations (3721)
218 Surveying and mapping technicians (3722)

SCIENCE TECHNICIANS

223 Biological technicians (382)
224 Chemical technicians (3831)
225 Science technicians, N.E.C. (3832,3833,384,389)

TECHNICIANS, EXCEPT HEALTH, ENGINEERING, AND SCIENCE

226 Airplane pilots and navigators (645)
227 Air traffic controllers (391)
228 Broadcast equipment operators (392)
229 Computer programmers (3931,3932)
233 Tool programmers, numerical control (3934)
234 Legal assistants (396)
235 Technicians, N.E.C. (399)

SALES OCCUPATIONS

243 Supervisors and proprietors, sales occupations (40, Pt 4518)

SALES OCCUPATIONS, BUSINESS GOODS AND SERVICES

253 Insurance sales occupations (4222)
254 Real estate sales occupations (4223)
255 Securities and financial services sales occupations (4224)
256 Advertising and related sales occupations (4253)
257 Sales occupations, other business services (4252)
258 Sales engineers (pt 16)
259 Sales representatives, mining, manufacturing, and wholesale (412, 143)

SALES OCCUPATIONS, PERSONAL GOODS AND SERVICES

263 Sales workers, motor vehicles and boats (4142,4144)
264 Sales workers, apparel (Pt 4146)
265 Sales workers, shoes (Pt 4146)
266 Sales workers, furniture and home furnishings (4148)
267 Sales workers, radio, television, hi-fi, and appliances (4143, 4152)
268 Sales workers, hardware and building supplies (4153)
269 Sales workers, parts (4167)
274 Sales workers, other commodities (4145,4147,4154,4156,4159, Pt 4162,4169,4259,4665)
275 Sales counter clerks (Pt 4162)

276 Cashiers (4683)
277 Street and door-to-door sales workers (4163)
278 News vendors (4165)

SALES RELATED OCCUPATIONS

283 Demonstrators, promoters and models, sales (435)
284 Auctioneers (Pt 439)
285 Sales support occupations, N.E.C.(434,436,Pt439)

ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL

SUPERVISORS, ADMINISTRATIVE SUPPORT OCCUPATIONS

303 Supervisors, general office (4511-4514,4516,Pt 4518,4519,4529,4537)
304 Supervisors, computer equipment operators (4535)
305 Supervisors, financial records processing (4521,4536)
306 Chief communications operators (4515)
307 Supervisors, distribution, scheduling, and adjusting clerks (4522-4528)

COMPUTER EQUIPMENT OPERATORS

308 Computer operators (4852)
309 Peripheral equipment operators (4853)

SECRETARIES, STENOGRAPHERS, AND TYPISTS

313 Secretaries (4612)
314 Stenographers (4613)
315 Typists (4622)

INFORMATION CLERKS

316 Interviewers (4642)
317 Hotel clerks (4643)
318 Transportation ticket and reservation agents (4644)
319 Receptionists (4645)
323 Information clerks, N.E.C. (4649)

RECORDS PROCESSING OCCUPATIONS, EXCEPT FINANCIAL

325 Classified-ad clerks (4662)
326 Correspondence clerks (4663)
327 Order clerks (4664)
328 Personnel clerks, except payroll and timekeeping (4692)
329 Library clerks (4694)

335 File clerks(4696)
336 Records clerks (4693, 4699)

FINANCIAL RECORDS PROCESSING OCCUPATIONS

337 Bookkeepers, accounting, and auditing clerks (4712)
338 Payroll and timekeeping clerks (4713)
339 Billing clerks (4715)
343 Cost and rate clerks (4716)
344 Billing, posting, and calculating machine operators (486)

DUPLICATING, MAIL AND OTHER OFFICE MACHINE OPERATORS

345 Duplicating machine operators (4872)
346 Mail preparing and paper handling machine operators (4873)
347 Office machine operators, N.E.C. (4879)

COMMUNICATIONS EQUIPMENT OPERATORS

348 Telephone operators (4652)
349 Telegraphers (4623)
353 Communications equipment operators, N.E.C. (4659)

MAIL AND MESSAGE DISTRIBUTING OCCUPATIONS

354 Postal clerks, Exc. mail carriers (4723)
355 Mail carriers, postal service (4733)
356 Mail clerks, Exc. postal service (4722)
357 Messengers (4732)

MATERIAL RECORDING, SCHEDULING, AND DISTRIBUTING CLERKS, N.E.C.

359 Dispatchers (4741)
363 Production coordinators (4742)
364 Traffic, shipping, and receiving clerks (4743)
365 Stock and inventory clerks (4744)
366 Meter readers (4745)
368 Weighers, measurers, and checkers (4746)
369 Samplers (4747)
373 Expediters (4748)
374 Material recording, scheduling, and distributing clerks, N.E.C. (4749)

ADJUSTERS AND INVESTIGATORS

375 Insurance adjusters, examiners, and investigators (4782)
376 Investigators and adjusters, except insurance (4783)

377 Eligibility clerks, social welfare (4784)
378 Bill and account collectors (4786)

MISCELLANEOUS ADMINISTRATIVE SUPPORT OCCUPATIONS

379 General office clerks (4632)
383 Bank tellers (4682)
384 Proofreaders (4792)
385 Data-entry keyers (4624)
386 Statistical clerks (4717)
387 Teachers' aides (4695)
389 Administrative support occupations, N.E.C. (4787,4799)

SERVICE OCCUPATIONS

PRIVATE HOUSEHOLD OCCUPATIONS

403 Launderers and ironers (533)
404 Cooks, private household (534)
405 Housekeepers and butlers (535)
406 Child care workers, private household (536)
407 Private household cleaners and servants (532,537,539)

PROTECTIVE SERVICE OCCUPATIONS

SUPERVISORS, PROTECTIVE SERVICE OCCUPATIONS

413 Supervisors, firefighting and fire prevention occupations (5011)
414 Supervisors, police and detectives (5012)
415 Supervisors, guards (5013)

FIREFIGHTING AND FIRE PREVENTION OCCUPATIONS

416 Fire inspection and fire prevention occupations (5112)
417 Firefighting occupations (4113)

POLICE AND DETECTIVES

418 Police and detectives, public service (5122)
423 Sheriffs, bailiffs, and other law enforcement officers (5124)
424 Correctional institution officers (5133)
425 Crossing guards (4132)
426 Guards and police, Exc. public service (5134)
427 Protective service occupation, N.E.C. (5139)

SERVICE OCCUPATIONS, EXCEPT PROTECTIVE AND PRIVATE HOUSEHOLD

FOOD PREPARATION AND SERVICE OCCUPATIONS

433 Supervisors, food preparation and service occupations (5021)
434 Bartenders (5212)
435 Waiters and waitresses (5213)
436 Cooks, except short order (5214)
437 Short-order cooks (5215)
438 Good counter, fountain and related occupations (5216)
439 Kitchen workers, food preparation (5217)
443 Waiters'/waitresses' assistants (5218)
444 Miscellaneous food preparation occupations (5219)

HEALTH SERVICE OCCUPATIONS

445 Dental assistants (5232)
446 Health aides, except nursing (5233)
447 Nursing aides, orderlies, and attendants (5236)

CLEANING AND BUILDING SERVICE OCCUPATIONS, EXCEPT PRIVATE HOUSEHOLD

448 Supervisors, cleaning and building service workers (5024)
449 Maids and housemen (5242, 5249)
453 Janitors and cleaners (5244)
454 Elevator operators (5245)
455 Pest control occupations (5246)

PERSONAL SERVICE OCCUPATIONS

456 Supervisors, personal service occupations (5025)
457 Barbers (5251)
458 Hairdressers and cosmetologists (5252)
459 Attendants, amusement and recreation facilities (5253)
463 Guides (5254)
464 Ushers (5255)
465 Public transportation attendants (5256)
466 Baggage porters and bellhops (5258)
467 Welfare service aides (5262)
468 Child care workers, except private household (5263)
469 Personal service occupations, N.E.C. (5257, 5269)

FARMING, FORESTRY, AND FISHING OCCUPATIONS

FARM OPERATORS AND MANAGERS

473 Farmers, except horticultural (5512-5514)
474 Horticultural specialty farmers (5515)
475 Managers, farms, except horticultural (5522-5524)
476 Managers, horticultural specialty farms (5525)

OTHER AGRICULTURAL AND RELATED OCCUPATIONS

FARM OCCUPATIONS, EXCEPT MANAGERIAL

477 Supervisors, farm workers (5611)
479 Farm workers (5612-5617)
483 Marine life cultivation workers (5618)
484 Nursery workers (5619)

RELATED AGRICULTURAL OCCUPATIONS

485 Supervisors, related agricultural occupations (5621)
486 Groundskeepers and gardeners, except farm (5622)
487 Animal caretakers, except farm (5624)
488 Graders and sorters, agricultural products (5625)
489 Inspectors, agricultural products (5627)

FORESTRY AND LOGGING OCCUPATIONS

494 Supervisors, forestry and logging workers (571)
495 Forestry workers, except logging (572)
496 Timber cutting and logging occupations (573,579)

FISHERS, HUNTERS, AND TRAPPERS

497 Captains and other officers, fishing vessels (582)
498 Fishers (583)
499 Hunters and trappers (584)

PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS

MECHANICS AND REPAIRERS

503 Supervisors, mechanics and repairers (66)

MECHANICS AND REPAIRERS, EXCEPT SUPERVISORS

VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS

505 Automobile mechanics (6711)
506 Automobile mechanic apprentices (pt 6711)
507 Bus, truck, and stationary engine mechanics (6712)
508 Aircraft engine mechanics (6713)
509 Small engine repairers (6714)
514 Automobile body and related repairers (6715)
515 Aircraft mechanics, Exc. engine (6716)
516 Heavy equipment mechanics (6717)
517 Farm equipment mechanics (6718)
518 Industrial machinery repairers (673)
519 Machinery maintenance occupations (674)

ELECTRICAL AND ELECTRONIC EQUIPMENT REPAIRERS

523 Electronic repairers, communications and industrial equipment (6751,6753,6755)
525 Data processing equipment repairers (6754)
526 Household appliance and power tool repairers (6756)
527 Telephone line installers and repairers (6757)
529 Telephone installers and repairers (6758)
533 Miscellaneous electrical and electronic equipment repairers (6752,6759)
534 Heating, air conditioning, and refrigeration mechanics (676)

MISCELLANEOUS MECHANICS AND REPAIRERS

535 Camera, watch, and musical instrument repairers (6771,6772)
536 Locksmiths and safe repairers (6773)
538 Office machine repairers (6774)
539 Mechanical controls and valve repairers (6775)
543 Elevator installers and repairers (6776)
544 Millwrights (6778)
547 Specified mechanics and repairers, N.E.C. (6777,6779)
549 Not specified mechanics and repairers

CONSTRUCTION TRADES

SUPERVISORS, CONSTRUCTION OCCUPATIONS

553 Supervisors brickmasons, stonemasons, and tile setters (6012)
554 Supervisors, carpenters and related workers (6013)
555 Supervisors, electricians and power transmission installers (6014)
556 Supervisors, painters, paperhangers, and plasterers (6015)
557 Supervisors, plumbers, pipefitters, and steamfitters (6016)
558 Supervisors, N.E.C. (6011,6018)

CONSTRUCTION TRADES, EXCEPT SUPERVISORS

563 Brickmasons and stonemasons (6112,6113)
564 Brickmason and stonemason apprentices (Pt 6112-6113)
565 Tile setters, hard and soft (6114, Pt 6162)
566 Carpet installers (Pt 6162)
567 Carpenters (6122)
569 Carpenter apprentices (Pt 6122)
573 Drywall installers (6124)
575 Electricians (6132)
576 Electrician apprentices (Pt 6132)
577 Electrical power installers and repairers (6133)
579 Painters, construction and maintenance (6142)
583 Paperhangers (6143)
584 Plasterers (6144)
585 Plumbers, pipefitters, and steamfitters (6150)
587 Plumber, pipefitter, and steamfitter apprentices (Pt 6150)
588 Concrete and terrazzo finishers (6163)
589 Glaziers (6164)
593 Insulation workers (6165)
594 Paving, surfacing, and tamping equipment operators (6166)
595 Roofers (6168)
596 Sheetmetal duct installers (6172)
597 Structural metal workers (6173)
598 Drillers, earth (6174)
599 Construction trades, N.E.C. (6167,6175,6176,6179)

EXTRACTIVE OCCUPATIONS

613 Supervisors, extractive occupations (602)
614 Drillers, oil well (622)
615 Explosives workers (623)
616 Mining machine operators (624)
617 Mining occupations, N.E.C. (626)

PRECISION PRODUCTION OCCUPATIONS

633 Supervisors, production occupations (Pt 711,712)

PRECISION METAL WORKING OCCUPATIONS

634 Tool and die makers (7211)
635 Tool and die maker apprentices (Pt 7211)
636 Precision assemblers, metal (7212)
637 Machinists (7213)
639 Machinist apprentices (Pt 7213)
643 Boilermakers (7214)

644 Precision grinders, fitters, and tool sharpeners
645 Patternmakers and model makers, metal (7217)
646 Lay-out workers (7221)
647 Precious stones and metals workers (jewelers) (7222,7266)
649 Engravers, metal (7223)
653 Sheet metal workers (7224)
654 Sheet metal worker apprentices (Pt 7224)
655 Miscellaneous precision metal workers (7229)

PRECISION WOODWORKING OCCUPATIONS

656 Patternmakers and model makers, wood (7231)
657 Cabinet makers and bench carpenters (7232)
658 Furniture and wood finishers (Pt 7234, Pt 7756)
659 Miscellaneous precision woodworkers (Pt 7234, 7239)

PRECISION TEXTILE, APPAREL, AND FURNISHINGS MACHINE WORKERS

666 Dressmakers (7251, Pt 7752)
667 Tailors (7252)
668 Upholsterers (7253)
669 Shoe repairers (7254)
673 Apparel and fabric patternmakers (Pt 7259)
674 Miscellaneous precision apparel and fabric workers (Pt 7259, Pt 7752)

PRECISION WORKERS, ASSORTED MATERIALS

675 Hand molders and shapers, except jewelers (7261)
676 Patternmakers, lay-out workers, and cutters (7262)
677 Optical goods workers (7264, Pt 7677)
678 Dental laboratory and medical appliance technicians (7265)
679 Bookbinders (Pt 7249, Pt 7449)
683 Electrical and electronic equipment assemblers (7267)
684 Miscellaneous precision workers, N.E.C. (7269)

PRECISION FOOD PRODUCTION OCCUPATIONS

686 Butchers and meat cutters (7271)
687 Bakers (7272)
688 Food batchmakers (7273,7279)

PRECISION INSPECTORS, TESTERS, AND RELATED WORKERS

689 Inspectors, testers, and graders (7281)
693 Adjusters and calibrators (7282)

PLANT AND SYSTEM OPERATORS

694 Water and sewage treatment plant operators (791)
695 Power plant operators (Pt 793)
696 Stationary engineers (Pt 793,7668)
699 Miscellaneous plant and system operators (792,794,795,796)

OPERATORS, FABRICATORS, AND LABORERS

MACHINE OPERATORS, ASSEMBLERS, AND INSPECTORS

MACHINE OPERATORS AND TENDERS, EXCEPT PRECISION

METALWORKING AND PLASTIC WORKING MACHINE OPERATORS

703 Lathe and turning machine set-up operators (7312)
704 Lathe and turning machine operators (7512)
705 Milling and planing machine operators (7313,7513)
706 Punching and stamping press machine operators (7314,7317,7514,7517)
707 Rolling machine operators (7316,7516)
708 Drilling and boring machine operators (7318,7518)
709 Grinding, abrading, buffing, and polishing machine operators (7322,7324,7522)
713 Forging machine operators (7319,7519)
714 Numerical control machine operators (7326)
715 Miscellaneous metal, plastic, stone, and glass working machine operators (7329,7529)
717 Fabricating machine operators, N.E.C. (7339,7539)

METAL AND PLASTIC PROCESSING MACHINE OPERATORS

719 Molding and casting machine operators (7315,7342,7515,7542)
723 Metal plating machine operators (7343,7543)
724 Heat treating equipment operators (7344,7544)
725 Miscellaneous metal and plastic processing machine operators (7349,7549)

WOODWORKING MACHINE OPERATORS

726 Woodlathe, routing, and planing machine operators (7431,7432,7631,7632)
727 Sawing machine operators (7433,7633)
728 Shaping and joining machine operators (7435,7635)
729 Nailing and tacking machine operators (7636)
733 Miscellaneous woodworking machine operators (7434, 7439,7634,7639)

PRINTING MACHINE OPERATORS

734 Printing machine operators (7443,7643)
735 Photoengravers and lithographers (7242,7444,7644)

736 Typesetters and compositors (7241,7442,7642)
737 Miscellaneous printing machine operators (Pt 7249, Pt7449,7649)

TEXTILE, APPAREL, AND FURNISHINGS MACHINE OPERATORS

738 Winding and twisting machine operators (7451,7651)
739 Knitting, looping, taping, and weaving machine operators (7452,7652)
743 Textile cutting machine operators (7654)
744 Textile sewing machine operators (7655, Pt 7656)
745 Shoe machine operators (Pt 7656, Pt 7659)
747 Pressing machine operators (7657)
748 Laundering and dry cleaning machine operators (7255,7658)
749 Miscellaneous textile machine operators (7453,7653, Pt 7659)

MACHINE OPERATORS, ASSORTED MATERIALS

753 Cementing and gluing machine operators (7661)
754 Packaging and filling machine operators (7462, 7662)
755 Extruding and forming machine operators (7463,7663)
756 Mixing and blending machine operators (7664)
757 Separating, filtering, and clarifying machine operators (7476,7666,7676)
758 Compressing and compacting machine operators (7467,7667)
759 Painting and paint spraying machine operators (7669)
763 Roasting and baking machine operators, food (7472,7672)
764 Washing, cleaning, and pickling machine operators (7673)
765 Folding machine operators (7474,7674)
766 Furnace, kiln, and oven operators, Exc. food (7668,7671,7675)
768 Crushing and grinding machine operators (7477, Pt 7677)
769 Slicing and cutting machine operators (7478,7678)
773 Motion picture projectionists (Pt 7679)
774 Photographic process machine operators (Pt 7263, Pt 7679)
777 Miscellaneous machine operators N.E.C. (7479, 7665, Pt 7679)
779 Machine operators, not specified

FABRICATORS, ASSEMBLERS, AND HAND WORKING OCCUPATIONS

783 Welders and cutters (7332,7532,7714)
784 Solderers and brazers (7333,7533,7717)
785 Assemblers (772,774)
786 Handcutting and trimming occupations (7753)
787 Hand molding, casting, and forming occupations (7754,7755)
789 Hand painting, coating, and decorating occupations (Pt 7756)
793 Hand engraving and printing occupations (7757)
794 Hand grinding and polishing occupations (7758)
795 Miscellaneous hand working occupations (7759)

PRODUCTION INSPECTORS, TESTERS, SAMPLERS, AND WEIGHERS

796 Production inspectors, checkers, and examiners (782,786,787)
797 Production testers (783)
798 Production samplers and weighers (784)
799 Graders and sorters, except agricultural (785)

TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS

MOTOR VEHICLE OPERATORS

803 Supervisors, motor vehicle operators (6311)
804 Truck drivers, heavy (6412,6413)
805 Truck drivers, light (6414)
806 Driver-sales workers (433)
808 Bus drivers (6415)
809 Taxi cab drivers and chauffeurs (6416)
813 Parking lot attendants (6417)
814 Motor transportation occupations N.E.C. (6419)

TRANSPORTATION OCCUPATIONS, EXCEPT MOTOR VEHICLES

RAIL TRANSPORTATION OCCUPATIONS

823 Railroad conductors and yardmasters (6313)
824 Locomotive operating occupations (6432)
825 Railroad brake, signal, and switch operators (6433)
826 Rail vehicle operators, N.E.C. (6439)

WATER TRANSPORTATION OCCUPATIONS

828 Ship captains and mates, except fishing boats (6441,6442)
829 Sailors and deckhands (6443)
833 Marine engineers (6444)
834 Bridge, lock, and lighthouse tenders (6445)

MATERIAL MOVING EQUIPMENT OPERATORS

843 Supervisors, material moving equipment operators (632)
844 Operating engineers (6512)
845 Longshore equipment operators (6513)
848 Hoist and winch operators (6514)
849 Crane and tower operators (6515)
853 Excavating and loading machine operators (6516)
855 Grader, dozer, and scraper operators (6517)
856 Industrial truck and tractor equipment operators (6519, Pt659)
859 Miscellaneous material moving equipment operators(6519,Pt659)

HANDLERS, EQUIPMENT CLEANERS, HELPERS, AND LABORERS N.E.C. (PT 711)

863 Supervisors, handlers, equip. cleaners and laborers, N.E.C.(Pt711)
864 Helpers, mechanics and repairers (679)

HELPERS, CONSTRUCTION AND EXTRACTIVE OCCUPATIONS

865 Helpers, construction trades (6191-6195,6198)
866 Helpers, surveyor (6196)
867 Helpers, extractive occupations (629)
869 Construction laborers (81)
873 Production helpers (769, 779)

FREIGHT, STOCK, AND MATERIAL MOVERS

875 Garbage collectors (822)
876 Stevedores (823)
877 Stock handlers and baggers (824)
878 Machine feeders and offbearers (825)
883 Freight, stock, and material movers, hand, N.E.C. (649,826)
885 Garage and service station related occupations (672)
887 Vehicle washers and equipment cleaners (83)
888 Hand packers and packagers (841)
889 Laborers, except construction (842,846, Pt 659)

999 Occupation not reported

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